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A survey of teacher attitudes concerning guidance in the elementary school

Patricia Bakos Coukos

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A SURVEY OF TEACHER ATTITUDES CONCERNING
GUIDANCE IN THE ELEMENTARY SCHOOL

A Thesis
Submitted to
the Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Patricia Bakos Coukos
August 1966
APPROVAL SHEET

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CHAPTER I

INTRODUCTION AND PURPOSE

The teacher is the key to the successful functioning of any type of educational program. This is even more so in the area of guidance, for a teacher's attitude toward guidance must be an accepting one.

Good mental health is vital to a teacher who is the model with whom the majority of pupils identify and who can develop in them the acceptable qualities necessary to successful adjustment in any area of living.

In our existing society there are such increasing demands on the classroom teacher that a point is reached where the teacher may become overtaxed. This can affect her performance level, perspective and creativity, which, in turn, reflects on her over-all personality in the classroom to the detriment of child adjustment and achievement. Attitudes and situations can develop that may mar pupil-teacher relations, and even school-community relations at large.

Many supportive services exist in schools in order to achieve an efficient functioning toward progressive educational concepts without over-loading the teacher and increasing her responsibilities. Many of the special resource personnel have been available and functioning long
enough to permit expressions of opinions by teachers. However, guidance in the elementary school is a new service and has not yet been sufficiently explored. Yet the concept of guidance must be accepted if it is to function effectively.

At this stage it would be of value to clarify the concept of guidance in the elementary school so that its purpose and function may be properly comprehended and identified with educational objectives. It is imperative that the prevalent needs that would be met by elementary guidance be emphasized. The purpose of this study is to survey teachers' attitudes toward the supportive services of the various resource personnel. A comparison of teacher attitudes toward these different specialists, including the elementary school counselor, will attempt to show acceptance or rejection of guidance services. This sampling of prevailing attitudes of teachers toward elementary guidance may be a beginning step toward achieving proper direction and clarification of the values of guidance in an elementary school, so that proper attitudes may be encouraged to insure its successful functioning.

At the convention of counselor educators and supervisors held in Charleston, South Carolina, on October 12, 1965, the author heard reports by various states on the progress of implementation of elementary guidance.
Progress ranged from pending initiation of a program to recent implementation, but no initiated program was of sufficient duration for the evaluation of results.

This now brings into view the questions to be logically sought from such a survey.

I. THE PROBLEM

Statement of the problem. The problems of this investigation were as follows:

1. Do teachers feel that there is a need for a guidance system in the elementary school?

2. Do teachers' attitudes toward guidance appear to differ in relation to the income area they serve? Do teachers' attitudes differ in relation to school size?

3. How do teachers rank the need for guidance personnel with the need for other supportive personnel?

4. What are the differences between grade levels in teachers' attitudes toward guidance?

5. What kinds of functions relating to guidance do teachers feel they should perform; should seek help with?

   (a) To what extent is there a difference among teachers' feelings concerning guidance functions resulting from the years of teaching experience?

   (b) To what extent is there a difference among
teachers' feelings concerning guidance services resulting from the college level of education?
(c) To what extent is there a difference among teachers' feelings concerning guidance services resulting from the number of courses taken in the mental health area?

Delimitation of terms used. The delimitations of the proposed research were as follows:

1. A check list type of questionnaire of opinions on elementary guidance was formulated so that it could be quickly and comprehensively completed anonymously by teachers.

2. Full-time and part-time headings were designated in the questionnaire, but all specialists were not listed under both except the visiting teacher (school social worker) and the psychologist.

3. The research was limited to a sampling of teachers in the first, fourth, and sixth grades.

4. The questionnaire was sent only to selected elementary schools in Henrico and Chesterfield counties, to selected private schools, and to all the Richmond Public Schools.
II. DEFINITIONS OF TERMS USED

The definitions of terms to be used in the research study are as follows:

1. **Attitude.** An attitude is an opinion that may influence one's response to a situation. This attitude may stimulate acceptance, with participation, or induce rejection and consequent opposition.

2. **Guidance.** Guidance is that intangible element within an elementary school and that role played by its personnel that assists in the development of positive attitudes within children toward self-discovery and resultant self-realization.

3. **Elementary guidance counselor.** An elementary guidance counselor is a resource specialist on a consultant level working with teachers, parents, and children toward goals that will enhance the children's emotional adjustment toward optimum educational, social, and vocational achievements.

4. **Specialist.** A specialist is one whose academic knowledge and educational experiences are concentrated in achievement within a particular discipline.
III. THE NEED AND VALUE OF THE STUDY

The purpose of this thesis is to emphasize and clarify the prevalent needs that would be met by guidance in the elementary school in the opinion of teachers. The realization of individual differences in child growth and development further emphasizes the need for guidance services. The role of guidance in the elementary school is to create an awareness of these individual differences and to provide a setting wherein children may be given the needed experiences and helped to develop those attitudes and understandings that would help them to mature toward their fullest potential intellectually, socially, physically, and emotionally.

There are varied feelings and levels of understanding among educators concerning the guidance role in the elementary school. It is essential that the concept of elementary guidance be clarified and properly interpreted in its relationship to educational objectives so that the correct concept may be attained and maintained.
IV. ORGANIZATION AND PURPOSE OF THE REVIEW OF LITERATURE

In the review of the literature a basic structure has been prepared for the "Organization and Administration of Guidance in the Elementary School." This is aimed toward the purpose of clarifying and emphasizing the values of guidance in an elementary school to insure that appropriate attitudes be developed by educators. Supplying the understanding by giving concrete, realistic procedures can best serve this purpose. A review of the literature will enlarge upon the concept of the need for elementary guidance.
CHAPTER II

REVIEW OF THE LITERATURE

Even though teachers and principals may indicate acceptance toward having a guidance counselor in their school and toward the over-all concept of guidance, yet it would not be unusual if one were to ponder, "Just exactly what is a counselor going to do in the elementary school?"

This chapter has been devoted to the organization and administration of guidance in the elementary schools. First, the need for elementary guidance is presented, followed by the approaches to guidance and the preliminary considerations in school guidance planning. There are some basic differences between guidance in the elementary schools and guidance in the secondary schools, which are clarified. The duties of the personnel involved with guidance in the elementary school are listed and also the duties of a school counselor in the administration of guidance activities in the elementary school. Criteria for evaluation are presented by the author because it is felt that evaluation must be a continuous process in any undertaking.

Finally, to give a realistic, practical approach to the role of the elementary school counselor, a sample
time-table for guidance services that were to be conducted during the year was prepared. It will be of interest to note in the future whether such advance plans were realistic and workable.

I. THE NEED FOR ELEMENTARY SCHOOL GUIDANCE

Since situations in a changing world are increasingly insecure and unstable and adults have tensions, children, more than ever before, must be given a feeling of security and permanence. Here begins the initial concept for the elementary guidance program, to help children to develop the strong and healthy personalities that can cope with change and challenges.\(^1\) They will need guidance and help to prevent the early development of mental disorders, wrong attitudes, and the loss of interest in achievement by learning, that can mar their daily happiness and adjustment at every stage of their future.\(^2\)

In today's era when even the concept of education is changing, when community boundaries are expanding to

\(^1\) Dean C. Andrew and Lester N. Downing, *120 Readings in Guidance* (Lincoln: University of Nebraska Press, 1955), p. 42.

include new worlds, and when a vocation may mean a five-hour working day, the guidance role is challenged to the task of identifying humane values in the process of learning. Children cannot identify or voice their needs per se so it is the adults who must be alert at this stage of the child's growth to provide what will be necessary to his whole education. Children will have to be guided into creating the long-term goals necessary to cope with this new "lifestyle," to choose models, and to prepare themselves to attain these goals through the establishment of basic attitudes.  

Elementary guidance is a "planned program involving those materials and procedures that deal specifically with the social and emotional welfare of the pupils." Guidance is not an instant process that is quickly discernible, but is an intangible force. Participation emotionally is continuous, with personal interpretation and evaluation developing attitudes and self-perception. Education, too,


is a continuous process and with the acceptance of this realization is also the acceptance that guidance must start early. This is stressed by all so that learning will not be hindered.

The need to maintain a learning environment becomes increasingly acute. It was discovered that one-third of the draft-age men today were unable to meet educational requirements for military service. There is a tremendous loss of human potential when it is realized than an uncomfortably large percentage of high school students who are excellent college material do not enter college. Too often not lack of sufficient funds but lack of long-term goals or low aspirations was the reason.

A tragic example of the results that can come of society's negligence in realizing this need for early guidance was that of the case of Lee Harvey Oswald. The interviewing social worker in 1953 wrote of him, "He has


suffered serious personality damage but if he can receive help quickly this might be repaired." Senator Ribicoff has proposed to the United States Senate a bill to provide "preventive, diagnostic treatment and protective services for children who are, or are in danger of becoming emotionally disturbed." He stated that signs of emotional instability show and can be identified early and if treatment were started at an early age and carried through without interruption, cure can be possible.8

Children need guidance to help them adjust to the various stages in their growth and development. Their personality development and the behavior patterns in adult life are determined by the ways they solve their problems during the early years of their life.9 "When personality factors interfere with the educational process... the school should become professionally concerned."10

Mental health has its beginning during this period of growth. "There should be guidance to help the child develop forms of emotional expression that can be most valuable to him", for life-long habits of emotional adjustment are formed early, and consequently affect intellectual development and maturation.11 "Mental health education is inseparable from good education."12 If, through a counselor, there can be early recognition of a child's problem this would facilitate earlier recovery from psychological or personality maladjustment and prevent "emotional stunting."13 Thus elementary school guidance will be significant in determining the types of cumulative experiences that will result in the best development of the individual child.14 When elementary guidance can be given to a child without arousing an awareness of any problems existing, the child's adjustment will be better and happier. His attitudes toward guidance will be positive and adapting to new ways of be-


12Farnsworth, op. cit., p. 273.


14McDaniel, op. cit., p. 10.
having will be fun.15

Along with increased knowledge to be mastered, the whole child must be educated by richer learning experiences according to his individual requirements.16 This is too vital an area to approach haphazardly and requires the specialized services of elementary school guidance. For example, the thought processes of gifted children need to be stimulated by new approaches, as the use of individual discovery when seeking solutions, the use of inquiry and awareness of divergent versus convergent thinking, all within a milieu of constructive teacher-pupil interchange.17

There is the need to develop basic attitudes early in the child's growth to help him in making wiser choices important to today's living. With elementary counseling, children can be identified earlier resulting in earlier steps being taken to help their adjustment.18

Guidance must begin early to prevent "drop-outs," underachievement, and other wastes of human potential talent.


18 Smith, op. cit., p. 3.
Studies by authorities, Sheldon and Eleanor Gluek, proved that delinquency begins early. Findings of the White House Conference on Children and Youth showed that drop-outs lacked basic skills not developed in the elementary school.\textsuperscript{19} They were constant failures because they were slow learners who could have done better but lacked incentive. They were the victims of the trends of society, the rapid migration to urban cities, and most were from lower-income families who lacked language skills, communication within the family, being almost "non-verbal." Their ego-concept was poor and no motivation existed toward the desire to plan for any long-range goals. Since they did have their own form of culture, the term "culturally deprived" would not be as descriptive of them as the term "educationally-deprived."\textsuperscript{20} This type of deprived environment also affects the measurement of intelligence of many potentially talented youngsters. This, too, results in drop-outs from high school and college at the rate of 400,000 a year. One weakness found is the lack of elementary school guidance counselors who can help with the key problem of "discovering

\begin{itemize}
  \item \textsuperscript{19}Smith, \textit{op. cit.}, p. 3.
\end{itemize}
poor children with rich minds as early as the third grade."21 From a national survey of writers in the field of guidance, ninety three per cent endorsed the value of elementary school counselors and eighty six per cent of them felt that elementary school counselors can ameliorate social and cultural compacts by helping a child through individual guidance to rise above neglect and a poor environment.22

However, recent studies have brought to light new insights. First, the preferred label has become "psycho-social retardation" because these children have never had the opportunity of normal culture and are maladjusted from cultural starvation.23 Then it was realized that although many new projects have been instituted to help the culturally deprived, and many programs for training teachers in new approaches to teaching these "psycho-socially"24 retarded, these programs would be of no help if the attitudes of the children and motivation to progress aren't

24 Nancy L. Arnez, "The Effects of Teacher Attitudes Upon the Culturally Deprived," School and Society, (March 19, 1966), pp. 149-152.
developed first, and teacher attitudes in these areas have been of "irreparable harm." Therefore, the situation is of such urgent proportion that early action must be taken and it is in this area that the function of guidance in the elementary school will serve its purpose most effectively. Through in-service instruction and other guidance methods, teacher attitudes could be influenced toward positive and constructive cooperation. Such effects would be far-reaching, for teachers' attitudes and philosophies can permeate values to their students that will move the students beyond the realm of the mundane and aspire them toward viewing themselves and society in the proper perspective. They should want to better themselves and to do their part to improve society. The feeling should be that a good life has values and values must be identified and lived by.

Children of today will be the adults of tomorrow who will be doing the jobs that we haven't envisioned for the future. Individual differences are more diversified than ever for ALL children must be educated in today's

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25 Spellman, op. cit., p. 102.
26 Arnez, op. cit., p. 152.
schools. The number of children attending elementary schools forms the largest group of individuals attending schools of any kind.\textsuperscript{28} At no other period of public education is such an opportunity presented to reap the maximum benefits by presentation of an elementary guidance program. Research done by the National Education Association claims that "There seems to be some relationship between school frustration and rejection with mental illness and juvenile delinquency,"\textsuperscript{29} so that children should be allowed to progress at their own best pace, in spurts and plateaus, where the learning is compatible with their individual growth and development.\textsuperscript{30} The elementary school counselor must be the coordinator to see that each child's achievement is up to its maximum potential. With a decrease in underachievement and with fewer drop-outs, America's greatest waste of human resources will be reduced.\textsuperscript{31}

Added to the responsibilities of establishing a knowledge of the basic skills for the child, the elementary school is becoming increasingly responsible for the child's


\textsuperscript{30}\textit{Phi Delta Kappan}, op. cit., p. 131.

\textsuperscript{31}\textit{Ohio Guidance Papers}, op. cit., p. 8.
social and personal development within the functioning school curriculum, because intellectual knowledge is of no value unless directed toward good social goals. An unsociable person may use knowledge in a prejudiced way. It is attitudes that the school must develop, for attitudes are more enduring than the exact content of the lesson. Any school that emphasizes only development of intellectual skills will hinder progress toward a child's socialization, which is "the process of preparing a person for a role in society." The establishment of counseling in the elementary school "sensitizes" the school staff to what is the highest value to emphasize; the appropriate adjustment of the individual child.

The influence of home life, parents and the community on the child's progress shows the need for school contacts and guidance in those areas. A favorable environment and appropriate parental attitudes produce a happier child, a healthier, more creative child, and a child full


33 Cronbach, *op. cit.*, pp. 64-66.

34 Sarah L. Leiter, "A Specialist is Invaluable" *NEA Journal* (September, 1965), p. 68.
of the natural curiosity that stimulates the desire to learn, with the emotional security of being able to handle problem situations. 35 The goals of the elementary school are "to help each child make a successful beginning in formal education and to create an appetite for learning; to help each child achieve good physical health and good mental health." 36 The purpose of guidance is broadly implied in the goals of the elementary school. It is concerned more with experiences dealing with "problems, decisions, values, and plans," as compared to the instructional concerns involved with "skills, facts, concepts, and communication." However, both are needed to form the "warp and woof" of the overall school program. 37 In the elementary school the guidance program should orient the young child to the new school environment of "impersonal and expanding social demands." 38 The aim is to make certain that the child does learn what needs to be learned but not in such a


37 Ibid., p. 204-208.

38 Garry, op. cit., p. 10.
fashion that his progress as a person is impeded.  

Organization is important to efficient operation. Volunteer efforts by teachers are commendable in guidance, but they can be only as effective as the teacher's time and "level of fatigue." The teacher's main function is educational, even though guidance practices are utilized by her, whereas the guidance specialist's function is corrective, preventive, then developmental. Although teachers are in an effective situation to provide some aspects of guidance whereby they prepare the psychological atmosphere for the learning and adjustment of the child, teacher function should not be compared to the counselor's. This viewpoint needs clarification from many perspectives of differences of function, for the counselor functions on the consultant level to the principal, to teachers, and to parents. This job is unique only to the counseling function and not to any other member of the staff regardless of how "guidance-minded" the others may be. "Where and in what classroom does a teacher have the time, the training, and the skill

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40 Ibid., p. 485.
to adequately counsel his students? Confer with, yes, but counsel, no. Time is something the teacher does not have for the one-to-one relationship even if he had the training."

41 Guidance cannot be haphazard or performed casually even though it may appear to be informally carried out in an incidental manner. 42

The organization of the elementary school is also a factor influencing the elementary guidance program. 43 It is a reflection of the type of community area it serves and can be characterized by both its "uniformity and variation." 44

An additional factor proving the need for guidance at the elementary level is the fact that, with statistical testing, it has been proved that guidance procedures do achieve significant results. Also especially worthwhile as an aspect of guidance was the case conference approach. General guidance procedures, in an experimental study made by a guidance staff at the elementary level, produced more


42Andrew, op. cit., p. 42.

43Crow, op. cit., p. 383.

44Merrick, op. cit., p.l.
effective results than even psychotherapy in the schools.\textsuperscript{45}

One must constantly remain aware that to establish an elementary guidance program, the fundamental needs of children must be understood and met. These needs, as interpreted by Prescott, are:

1. **Physiological**: food, thirst, sex, rest, elimination, adjustment to temperature.

2. **Social needs**: feelings of belongingness, need for affection, need for achievement, need for recognition, and need for security.

3. **Ego needs**: self-esteem, self-respect, belief in self.\textsuperscript{46}

Vocational guidance is important and should be a continuous process from kindergarten to actual achievement of an occupation. The elementary school is first in the educational ladder and the appropriate level to begin a child's orientation to vocations, to develop the concept of the value and dignity of work, and to supply broad acceptant understandings about the various occupations that exist, from the fields of labor, business, and the professions. No vocational choice by a student at this stage should be made. Involving vocational guidance with the curriculum of the elementary school, especially in the areas of social


studies and literature is helpful to the pupil. The manner of implementing vocational guidance can be incidental and informal, as in trips, scrap-books, clubs, assembly programs, outside speakers, songs, plays, games, and audio-visual aids. Aspects of it can be incorporated as correlated units. Various guidance group techniques can be motivational factors toward the development of good social attitudes toward work without false social standards, toward the appreciation of the need for all levels of labor without the attaching stigma, and toward the desire to become reliably informed about the requirements of occupations before making choices. Such techniques may be dramatic play (or role-playing), group discussions, and involvement in committees. This basic vocational guidance will be of help to a student throughout his educational and occupational career. Thus the attitudes influencing the decisions they will be making about furthering their education will be formed while in the elementary school.

Advantages of guidance in the elementary school increase the understanding of the need for guidance and

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may be expressed as follows:

1. Wholesome attitudes are developed more readily during the early school years when developmental guidance should be the emphasis, although they can also be helped more effectively through remedial guidance at this age, as well as the preventive guidance.

2. The parent, child, and teacher can work together more closely at this early stage. The parent is more eager to cooperate, and the child feels pleasure at parent-teacher contact, therefore, the teacher can guide parents to proper attitudes to meet the child's needs. 49

3. Behavior patterns have not been hardened so there is a greater optimism toward correction. 50

4. One teacher has contact with the child all day for a year or even a second year, so understanding of the child can develop in favor of the child's needs. 51

5. When teachers are made aware of the need for guidance they are eager to use the resources, materials and techniques necessary to do a good job for the child. 52

6. If vocational adjustment is begun early, there is further advantage to industry, for many potentially able

\[\text{49} \text{Martinson, op. cit., p. 9-11.}\]
\[\text{50} \text{Ibid.}\]
\[\text{51} \text{Ibid.}\]
\[\text{52} \text{Ibid.}\]
workers are not efficient because of "personal, emotional, and social factors," and early guidance would be of monetary savings if viewed from the efficiency perspective. 53

7. The average classroom teacher would perform better with the assistance of a guidance worker because there isn't enough time in an average school day for a teacher to carry out all the responsible services required nor do all have adequate training, and thus child guidance may be neglected. 54

8. Elementary guidance is of intangible aid to the principal. It may be argued that elementary guidance is the obligation of the principal, but administrative duties and responsibilities involving leadership may bogg down even the best of a principal's intentions, with the result that only emergency guidance is administered, not the developmental or preventive kind. "He can no more do the guidance work of his school than he can do all the teaching." 55

9. Guidance in the elementary school can be an asset to the program of the school psychologist. School psychologists are kept busy in their own areas where there is a strong need and do not have the time to devote to guidance as well. However, psychology and guidance are a good combination in which the elementary school counselor can be trained to be

54 Ibid., p. 32
55 Ibid.
of assistance as a first "line of defense," for all programs enrich the main objective, which is the adjustment of the child. 56

10. Guidance in the elementary school enables children to have an early contact with a counselor and to develop the concept that the counselor is interested in children with the goal of helping their fuller development. The important outgrowth of this contact is that children, entering junior high school will have a truer picture of the function of the guidance counselor.

2. APPROACHES TO GUIDANCE AND PRELIMINARY CONSIDERATIONS

The inauguration of a guidance program involves an approach similar to that of counseling a child. The information is presented, but the child must make the choice and final decision. In deciding upon the guidance program for a particular school, the faculty must decide what is to be included in the planning.

Three important steps that precede any inauguration are:
1. Identification of needs.
2. The study of existing services and development of postulates for a plan of action.

56 McDaniel, op. cit., p. 32.
3. Establishing public relations through mass media and group techniques.

To inaugurate a program, certain assumptions must be made which thereafter become basic to the operation. They are as follows:
1. All plans put into action are to be based on need and tailor-made for the local situation.
   (1) Recognize and identify existing needs.
   (2) Study the existing services and develop postulates for the local program.
   (3) Establish public relations activities for gathering and disseminating information.
2. Changes in the program can be made at any stage of development.
   (1) Evaluate new information against the original information used in identification of needs.
   (2) Change plans if the situation, attitudes, or people are not the same as at the time of the original study.
   (3) Make any changes in the guidance program that are warranted by changes in other services in the school program.
3. A new or modified program is best inaugurated in stages.
   (1) Select and start with a part of the program likely to receive a positive response.
   (2) Start with a part of the program likely to bring immediate results.
   (3) Consider the initial part of a program inauguration as a pilot test.
4. The inauguration of a program is extended over a period of time in which many activities occur prior to total implementation.
   (1) Recognize the implementation of a change as a process requiring several steps. (Don't wait until everything is ready before starting).
   (2) Help faculty, students, and parents understand the long-range approach as well as the immediate one.
5. Personnel are to be designated for specific duties in program inauguration or revision.
   (1) Assign specific responsibilities to each person involved in the program.
   (2) Obtain sufficient authority for each person so that he may execute his responsibilities.
   (3) Clarify working relationships between persons within the program and between the guidance staff and other school staff members.
6. The beginning of the program, like the entire program, is best when the plan is kept as simple as possible. 57

In planning a school guidance program, there are some vitally fundamental concepts to be kept in mind if guidance is to function in its appropriate role at the highest level of service.

Preliminary considerations in school guidance planning should include the following principles:

1. The aims of guidance are similar to the general objectives and philosophy of the elementary school in concept and utility.

2. The role of the teacher is vital, for guidance in the elementary school is a part of good and effective teaching. 58

Elementary school guidance should be a part of the school day's plans, for guidance complements instruction. 59

Teachers should not be afraid to ask for help fearing they may be under-rated. 60

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58 Gail Farwell, op. cit., p. 56-57.


3. It is important that elementary guidance will not be permitted to drift into the evolvement of dealing only with problem children; the developmental concept must always be the foremost concern. 

4. Good working relationships must exist between the guidance specialist, the principal and the teachers, as well as other special personnel, if the guidance program is to be maintained in good working order.

3. DIFFERENCES BETWEEN GUIDANCE IN THE ELEMENTARY SCHOOL AND GUIDANCE IN THE SECONDARY SCHOOL

There are some very marked differences in the organization and functioning of the guidance program in an elementary school as compared with that in a secondary school. Differences between elementary school guidance and secondary school guidance should be evaluated by the following criteria:

1. pupil characteristics
2. nature of the school program
3. role of the curriculum

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62 Ralph Garry, op. cit., p. 15.
4. function of staff members

5. goals to be sought at various educational levels

The differences between elementary and secondary school guidance are pointed out as follows:

1. Elementary school children have to be shown how to do things, not simply be given verbal instructions as is the case with older children in the secondary school because young children have not built concepts, experiences, and sufficient vocabulary at this stage of their development.

2. Though counseling is a one-to-one situation, this does not always hold true with elementary counseling. This is because a child's immaturity creates a need to work also with teachers and parents in order to consider factors of the child's problem.

3. In secondary guidance the counselor helps students with course selection, career planning, college placement and job placement. This need does not exist at the elementary level, but would be more involved with administering group tests, preparing class profiles and interpreting them to

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64 Ralph Garry, op. cit., p. 8.

65 Herman J. Peters, op. cit., p. 5.
the teachers, more individual inventory and emphasis on orientation at each educational level. 66

4. The history of guidance in the elementary field was not a part of the history of guidance until recently. The guidance needs of elementary school children are in areas of basic skills and the establishment of good habits in study, health, and social-emotional adjustment which are a part of good instruction because personnel work and guidance activities are interwoven in teaching. 67

5. Traditionally, there are no personnel services which have been planned at the elementary level, but only in the secondary schools. Thus personnel directors realize the necessity of planning at the elementary level. 68

6. Children at the elementary level have one teacher, which is not the case at the secondary level. 69

7. Home-school rapport is at a peak during the child's elementary school years and parents are eager to cooperate because of real concern to help the child achieve, whereas

66 Herman J. Peters, op. cit., p. 5.
69 Ibid.
at the secondary school level the "concern is too often purely a self-centered cultural reflection." 70

8. The elementary school child's problems, from the perspective of the time element, are "now-oriented," whereas the secondary school student looks more to that of the "future-oriented." 71

4. THE PERSONNEL IN THE ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY GUIDANCE PROGRAM

The opinions of elementary school personnel may be varied, so since there are many involved in the administration of the guidance program, there is the requisite for leadership, for the delegation of the specific functions involved with definite understanding of the duties of each so that there will exist a coordination of activities without unnecessary duplication and needless effort. Therefore, the role and duties of each member involved in the organization and administration of the elementary guidance program must be clearly presented.

The Principal

Principal's attitudes of acceptance of the elemen-

70 Dugald S. Arbuckle, op. cit., p. 403.

71 Herman J. Peters, op. cit., p. 5.
tary counselor will be a determining force toward the progress of the program. 72

In the event there is no elementary school counselor employed, then it would be the duty of the principal to perform the duties of counseling children and to serve as consultant to teachers who may have problems with their children. 73

The following functions are presented as those that would be designated as the responsibility of the principal in a guidance program in the elementary school:
1. He realizes that elementary school children need the developmental assistance to supply their behavioral needs as well as the guidance to develop foundational attitudes toward education and vocational knowledge. 74
2. He accepts the program and supports it. 75


3. He secures the appropriate staff for the effective functioning of a guidance program and defines their duties.  

4. He makes provisions for any guidance materials needed and appropriate facilities for implementation.

5. He assigns to the guidance counselor the actual implementation of the guidance program.

6. He seeks the means to provide the understanding of the guidance program to the parents of his school and the community for effective public relations. He also encourages and provides for parent-study groups.

7. He provides a variety of activities within his school that will increase the knowledge of guidance principles and procedures by the rest of the staff.

8. He permits the use of class time for any needed group guidance.

9. He constantly encourages evaluation at every step of the program for continued improvement.

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76 Raymond N. Hatch, op. cit., p. 166-167.
77 Ibid., p. 167.
78 Peters, op. cit., p. 221.  
79 Ibid.
81 Peters, loc. cit.
82 Hatch, op. cit., p. 167.
The Elementary Teacher

The primary role of the teacher is in the area of instruction, in establishing the foundations and the development of basic skills. Any guidance attitudes expressed by the teacher and any cooperative guidance functions performed in the classroom to facilitate learning also improve the over-all guidance program. 83

The Counselor

A negative attitude has been developing toward counselors: that it is "educational featherbedding" and a "fad and frill." Sources of this feeling can be found in "an alienated teacher and an ill-informed public." In such cases the counselors have failed in their primary job of communication. At a first teachers' meeting the faculty should be informed of a counselor's duties and the concept of the counseling philosophy should be explained. Every opportunity should be taken to inform the public. Counseling is nothing to sell; its values are apparent. There is only the need to inform. 84

It is the belief of some that if counselors do not

83 Peters, op. cit., p. 219.
achieve the result of a positive change in students' attitudes then they are only "imitation counselors," filling only the needs of the educators because the existence of such a position fulfills the requirements of a well-staffed school. If the students identify the counselor as being just like another teacher, then nothing has been gained. Students should be made to feel that this is a position in the school that has been created for them, for their own needs, for their individual idiosyncrasies, good or bad. The entire staff should be made aware of this philosophy, and as the counselor's acceptance by the students increases so will the teachers' position be strengthened.85

At first, a variety of persons was designated to perform the duties of an elementary school counselor, which included "audio-visual coordinators, teachers, nurses, general supervisors, principals, vice-principals, curriculum directors, and superintendents." This resulted in a variety of functional responsibilities, with the ultimate result being the weakening of effectiveness of the guidance program.86 If inconsistencies persist in the definition of the function of a school counselor, the result will be that

86 Gail Farwell, op. cit., pp. 486-489.
much that is required of a counselor is not of true value toward the optimum results expected of his services. A counselor just cannot be "all things to all people" in an educational setting, and the child cannot be effectively helped if the counseling position isn't clarified. 87 The guidance objectives should be specifically defined, then a counselor's responsibilities could be discussed with the principal and the counselor's activities would be clarified. 88

Examples of tasks imposed upon the elementary school counselor that resulted in weakening the effectiveness of the guidance program were "assemblies, ordering and distribution of all books, supervision of cafeteria workers, school newspaper supervision and graduation." Administrative duties imposed upon counselors included "teachers' meetings, pupil placement, and testing of groups...pupil transfers, curriculum planning, grouping, registration, and supervision of teachers." 89 However, the counselor should take part in working for improvements through changes in the


89 Gail F. Farwell, op. cit., pp. 486-489.
curriculum that will be of benefit to students in all levels. This would not be only in areas of instruction, but also in all extra-curricular activities for "the counselor is stationed at the crossroads of student and community needs." 90

There has already become a great demand for elementary school counselors in California evolving from acceptance of this need by school officials and boards of education. In function, the order of time spent was with the following duties: counseling, teacher consultation, the testing program, parent consultation, record keeping (clerical), administrative (the guidance program), community and district referrals, and research studies. 91

The following functions of the guidance program are offered as the responsibility of the elementary school guidance specialist:

1. To consult with parents and teachers and to become involved with the curriculum toward "the social and emotional development of all children within the school." 92


92 Dale F. Nitzschke, op. cit., p. 5.
2. To acquaint children with the need for an education and to orient them, by vocational planning, to the world of work. 94

3. To help teachers develop new enriching experiences for learning.

4. To plan and coordinate team efforts and to develop trust and cooperation by relieving teachers of the fear of being thought incompetent.

5. To inform and identify the duties of specialists available to teachers. To encourage the teachers in accepting team work and asking for help.

6. To make a study of a child for referral to the school psychologist. Here the counselor should emphasize the child's educational setting (not the psychological emphasis) and show where concern is shown about the child's relations with his teachers, his peers, his learning assets and weaknesses. The counselor should also skillfully and tactfully detect and deal with the teacher's feeling and attitudes toward the child. 95

Some psychologists fail in their efforts, because their individual examinations are at a level removed from the

94 Nitzschke, op. cit., p. 5.

teacher's real concerns and they do not deal with the feelings of the teacher toward the child. The counselor, working with both teachers and the psychologist...can do much to correct this weakness of communication in guidance programs. 96

7. To evaluate realistically by asking the right questions about the counseling program. Organization should not be the emphasis of evaluation, but the concentration should be on how well the school is doing with the students, their healthy development and broadening of educational experiences—the important results of effective guidance practices.

8. To initiate a case study of any child whose situation is not serious enough to call in the psychologist. All concerned on the staff may share in deciding what is best for the child. 97

Special Service Personnel

The following personnel are supportive to the elementary guidance program:
1. The school psychologist
2. The school nurse
3. The speech therapist
4. The school social worker

96 Mildred McQueen, op. cit., p. 4.
97 Ibid.
The Guidance Committee

The purpose of the guidance committee should be to study the guidance needs of the school and then set the guidance policies. It can also function in an advisory capacity to the guidance counselor. 98

On the committee there should be a representation from various areas of the school. The principal should serve in a consultant or ex-officio capacity. It should be composed of one teacher from every grade level, from different points-of-view to help the committee's perspective, and of teachers with varied interests for enrichment. Also included should be the nurse, visiting teacher, and school psychologist.

The elementary counselor may serve as chairman of the guidance committee if she is careful to inspire cooperation and a feeling of personal responsibility toward its effective functioning. If she realizes she is limited in this ability, then it is best that another member serve as chairman with the counselor serving as advisor.

Functions of the guidance committee in an elementary guidance program may be:

1. Determine the procedure to follow in establishing or revising a guidance program.

98 Hollis, op. cit., p. 98.
2. Plan what type of recommendations or any information that is to be given out to the parents.

3. Take responsibility for the methods of presentation of in-service education in guidance.

4. Serve cooperatively with the faculty to present their views on guidance, or in any other liaison capacity.

5. See that there is constant evaluation of the guidance program.

6. Appoint a sub-committee to perform specific duties involved with a particular phase of guidance that needs to be attended to.

5. THE ADMINISTRATION OF GUIDANCE ACTIVITIES IN THE ELEMENTARY SCHOOL

Integrating all guidance activities at every level from kindergarten to sixth grade is preferable and more efficient because the developmental pattern of each child is evident for observation every year through use of the same methods. For example, a child's position on a sociometer may show a truer picture if there were sociometers for all his preceding years.

The guidance program should also be organized on a yearly basis, with duties to be performed before the opening of school, and with month-by-month activities listed.
Flexibility would allow for necessary adjustments as pertinent needs arise. Such structuring would help to reveal any flaws or poor scheduling in the guidance program.

Before the opening of school

In talking with teachers about elementary school guidance the role of the classroom teacher should be recognized. It should be pointed out that the activities that had been carried on by teachers for years were good guidance techniques and that, always, good teachers understood their pupils and kept contact with parents. It is important that rapport with teachers be established early, so that appropriate attitudes become established, and that they feel the security of discussing children who had been giving them concern.99

Collecting and Using Data About the Individual

"The process of learning is peculiarly personal."

The school must know the child and help him to learn by helping the child with his problems. The greater amount that is done with the preventive aspect, the less need to be done with the curative.


Gathering pupil data early and faithfully, and efficiently maintaining a progression of records on a child is one means of showing a child's developmental pattern. A trained observer thus can catch any "drastic and sudden changes in pupil behavior" and prevent any unfavorable patterns from developing in a child if records have provided "the base from which teachers can view pupil growth and development."

Since it is the function of elementary school guidance services to help the child in his personal and social development during his elementary school days, up-to-date information must be kept on the child's physical, mental, social, and emotional development during this period.\(^\text{102}\)

The knowledge we gather about a child can be subdivided into three categories:
1. Knowledge about the child as a person.
2. Knowledge about the child's world.\(^\text{103}\)
3. Knowledge about the child's relationships.

Some techniques of collecting data for use in studying children are presented:

1. Questionnaire, or personal data blank. Parents fill out

\(^{101}\) Roeber, \textit{op. cit.}, p. 138.

\(^{102}\) Garry, \textit{op. cit.}, p. 16.

\(^{103}\) Ibid., p. 28.
the first questionnaire when entering a child in school. The information from it can be transferred to the cumulative folder. The advantage of the questionnaire is that much information can be acquired quickly when needed. 104


3. Wishes and Dreams, a Projective Technique. Asking children to write about the three wishes they would like to have come true gives an insight into the child's inner desires and emotions.

4. Rating Scale. This tool is useful for self-rating or counselor-teacher rating of pertinent functions.

5. Check Lists. This method is also useful as a guidance tool; a quick way to evaluate skills, characteristics, and social qualities. Children can use it for self-evaluation.

6. Anecdotal record. This is the reporting of a significant incident of a child's behavior. It is valuable in revealing development and progress or regression of the child, and should be included in the cumulative folder if there is a sufficient number to give a valid picture of the child's behavior. 105


7. Sociometer, Social Distance Scale, and Guess Who Technique. There are various means of discovering the group's dynamics and coherence, the leaders and the rejected. The school counselor can help a teacher with these if the teacher feels uncertain, and more reliability can be achieved if no emotion is shown by whoever administers the test. The younger children lack the maturity to respond to questions so it is best that they be given the test individually. Results should also be included in the cumulative folder.

8. Cumulative record.

Cumulative records can serve three functions of the school—pupil accounting, teaching efficiency, and pupil guidance.107

9. Scattergram. A method for showing the relationship or correlation between ability and achievement so that underachievers and overachievers can be identified early in every subject.108

10. Home Visits. During home visits the teacher should notice the cultural background provided by the parents, any sibling rivalry or parental favoritism attitudes of the

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107 Ibid., p. 31.  
108 Peters, op. cit., p. 112.
parents and the disciplinary methods used.109

11. Physical examinations. Poor health, eyesight, and hearing, are all influential factors in a child's over-all development, so this aspect should never be over-looked.

12. Case history and case study. The case history is a synthesis of information made periodically, preferably over a long period of time and is more detailed than the cumulative record. The case study is the analysis of the case history that includes interpretation of the individual's problems and adjustment difficulties. It is helpful in personality research to see what factors of the personality patterns are causing the difficulties.110

13. Case conference. This is a meeting called "staffing" to discuss an individual case, which may include the principal, teacher, counselor, psychologist, social worker, and psychiatrist.

14. Use of children's art or creative work.

15. Interviews with the child or his family.

16. Interest inventories, also records of leisure and hobby activities.

17. Teacher observations. Several ways in which a teacher can observe students are during group work and committee


110Peters, op. cit., p. 110.
assignments, during sharing periods, during doll-house play in the primary grades and while role-playing in the upper grades. Several types of charts can be devised for checking off items of study about students as student participation charts, pupil communication charts, and charts of conversation titles or topics. 111

18. Two-teacher technique. In this technique an "observing teacher" remains in the room while teaching by the regular is going on and observes and records information of value to a particular problem situation. An elementary counselor can be of invaluable assistance to the faculty in this area. The teacher and counselor can meet as soon as possible after the class period and compare observations. Evaluation, future procedures to help the situation, and even specific techniques can be discussed. 112

The Testing Program

Testing is important in helping the counselor and teacher to understand children and to aid in guidance and counseling. It is a means of communication with parents, and gives clues to the child's background.


112 Cottingham, op. cit., p. 32.
It must be remembered that the interpretation of a test is no more reliable than the ability of the one who interprets the tests. The skill and background of the interpreter also determine the interpretation. A danger in the use of tests is generalization.

Testing is helpful toward correct placement of students and an evaluation of progress in the curriculum. Areas to consider in the choice of a test are:

1. Aptitude—latent, undeveloped potential
2. Ability—capacity to perform
3. Achievement—degree to which achieved
4. Interest

Four factors constitute a good testing program. They are:

1. Careful selection (norms)
2. Proper administration (follow the manual, with no deviations)
3. Accurate scoring
4. Intelligent interpretation

Ways to interpret test scores to children are:

1. Review the types of items in the subtests to refresh their memory.
2. Explain how raw scores, percentiles are derived and about age-equivalent.
3. Explain that "bands" of grades, as a 75, may have a five point deviation and vary from 70-80.

4. Explain about the national norms and local norms so the child can realistically compare himself with others.

5. Help the students to make a profile chart and use a sample one to explain the test results.

Some principles to observe in discussing test results with youngsters to help insure good mental hygiene:

1. Don't reveal the scores of a youngster to others unless he agrees without pressure to allow you to do so.
2. Never hold up a low score to a child--even privately--as a disgrace. There's a reason for the low score (it's sometimes the fault of the test or tester, too); find out what it is and talk about the reason as much as the score.
3. Don't praise high scores while censoring the low ones, even by omission. Remember, half of a large group falls above and half falls below the average.
4. Assure and reassure children that these scores will not influence their grades--then see to it that they don't!
5. Rarely should a single person's scores be the object of class discussion, rather group scores or averages. If low or high scores as such are to be discussed, talk about them in the abstract, not in relation to any actual pupil's results.
6. Take extra time and effort to counsel individually with over-anxious children. Help them minimize in their own thinking the importance of test scores. Anxious children often feel insecure, and unexplained test scores may increase this feeling.  

Ways to interpret test results to parents:

1. Consider their health, economic and educational level

113 Cottingham, op. cit., p. 31.
and speak in a language they can understand.

2. The student's I.Q. should never be revealed. It is best to express his degree of ability by explanations, as "He has unusual ability" or if a low I.Q. say "He is performing as well as expected." If the student has high intelligence but poor achievement mention the area of highest ability (verbal, mathematical, mechanical) but inform the parents that he has not achieved sufficiently.

3. Point out contradictions in data between test results and teacher observations of poor work.

4. It is quicker to have group conferences for a general explanation of test results and then have individual conferences later.

Parent-Teacher Conferences

Since only a portion of the child's day is spent in school, there is much in its life that can be of influence to its developmental adjustment and behavior to which the teacher has limited access unless there is rapport with the parents. Contacts of communication should be established before problems develop to secure the feeling of security and acceptance a parent may need to prevent apprehension of parent-teacher conferences. During such contacts the basis for future friendly relationships can be established by the teacher by her acceptant, helping attitude that will
uphold the self-esteem of the parent and relax his faltering ego. If the teacher relays the child's expressions of love and pride for his parents this can create a positive attitude toward the child by the parent.114

Conferring with parents is like counseling and there are certain conditions that set the stage for a successful conference. They are:

1. Sensing of the need for the conference by the parent and being aware of the value of communication with his child's teacher.

2. Careful planning must precede a conference with all pertinent information well-reviewed, samples prepared to be shown, and a mental list of what to discuss with the parent.

3. Attentive listening to the parental point-of-view with respect and empathy is necessary.

4. Keeping the discussion going by use of open-ended questions.

5. Keeping confidential all that was revealed.

6. Maintaining some follow-up.115

The parents' self-esteem can also be built by relaying the feeling to them that the difficulty of their

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114 Guiding Today's Children, Los Angeles County Superintendent of Schools Office (Los Angeles: California Test Bureau, 1959), pp. 29-32.

child does not mean they are failures as parents. Sympathy of parents' problems is considerate, but judgment of them is unacceptable.\textsuperscript{116}

The child's feelings are important in the conference and should be discussed by the parents with the teacher. Both should be alert to catch any revealing of feelings by the child about himself, his playmates, his home, community, and his teacher.\textsuperscript{117}

The counselor should work individually (in certain cases) and in groups with young parents who are insecure about the best way to be a parent and yet want to know the correct philosophy and procedure for rearing their family. There should be regularly scheduled child study groups throughout the year in cooperation with the P.T.A. with even the grandparents invited to share their experiences and to help them to be aware of the need for unity of discipline in the home. One evening meeting a week can be conducted so that fathers who are interested can also attend. Films can also be shown to inform parents about


education. The National Education Association has a series of films, "Parents Ask about School," that answer questions parents may have on homework, motivation, intelligence tests, and slow learners.

Giving plays about mental health and conducting study groups can add interest and vitality. Some suggested areas of study for parent groups are listed in parents' magazines. Reading material for preparation could be circulated ahead of time, bulletin board displays could spark interest, and pertinent material could be located by the parents also. Stimulating parent participation contributes success of the undertaking.118

Group Guidance

Group guidance and group interaction are essentially the same. The pupil begins to socialize through directing himself by means that will earn him a place in the group, as being cooperative and sensitive to the needs of others. He becomes less aggressive and less hostile for he finds that being tolerant will help him to be accepted.119


119 Willey, op. cit., p. 284.
"Just as in private guidance, the values of group guidance divide themselves into developmental, diagnostic, and therapeutic."\(^{120}\) The areas of mental health and a child's readiness should be considered, for participating at any task at the right stage of development leads to happier adjustment and confidence, and builds up the self-concept.\(^{121}\)

The counselor should meet with teachers at every grade level and discuss ways of providing group guidance within the regular classroom situation, for a teacher's classroom organization can encourage or prevent group coherence. Then she should meet with each teacher individually and on the basis of the sociogram and the social distance scale, they should discuss ways of grouping for various situations. This should be a cooperative undertaking with the counselor and the teacher in a relaxed atmosphere of understanding that throughout there will be "experimentation, evaluating, and replanning" for the best possible results.\(^{122}\)

The grouping for seating should follow the sociogram where the isolates should be placed next to those they

\(^{120}\) Barr, op. cit., p. 22.

\(^{121}\) Willey, op. cit., p. 313.

\(^{122}\) Ibid., p. 284.
showed that they preferred and on down the line. Then there would be grouping for reading skills, a different grouping for arithmetic skills. The sociogram would be helpful in committee arrangements to work on unit activities. Leadership can be developed for many pupils through many different situations in which they best excell. Here is where an isolate or a bully can be helped to exercise leadership, and a shy child can gain status.123

With younger children, the teacher unassumingly and tactfully guides the progress of pupil leadership in groups by helping the group to progress from one stage of action to another through questions, and explaining.124 Groups from all ages need guidance in evaluating the ideas suggested and in seeking further explanations before accepting or rejecting but a wise teacher or counselor often steps back to see how the children meet the situation so that she can plan for further skill development in group guidance.125

In group activities the ways of democracy should be taught as a way of life through helping children to see that cooperation and group effort are better than selfishness, that accepting change is desirable and that it is

123 Willey, op. cit., p. 303. 124 Ibid., p. 311. 125 Ibid., p. 312.
effective to use the problem-solving method.

A child is more adequately studied if he is studied as a member of his group as well as individually. There should be a knowledge of children's growth characteristics and needs if one is to profit from group study. Adjustment of a child to the group is not evident by the frequency of his contact with the group. To judge this accurately one needs to know the child's attitude toward himself, and his feelings about others.

Teachers need more help from counselors in the area of identifying and planning for gifted children. It is the counselor "who must study the child, diagnose his weaknesses, build upon his successes, and help the teacher to do the same." 

Areas for group guidance in counseling where children's needs can be met may be stated:

1. The building of good social habits. Isolates who have not developed the accepted social skills at home need opportunities in school to learn them. Also included would

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126 Ruth Martinson, op. cit., p. 66.
127 Ibid., p. 125, 68, 66.
be responsibility, initiative, self-reliance, honesty, and the ability to get along with others. 129

2. Building attitudes of tolerance, respect, sympathy and good will toward others not like ourselves.

3. Cultivating desirable personal qualities and developing friendships.

4. Conducting nondirective play therapy.

5. Talking over common personal problems.

6. Teaching relationship between education and employment:
   a. Orientation to the world of work through units on education and vocations.
   b. Enriching experiences through trips, interviews, and films. 130

7. Providing articulation and orientation.

8. Understanding our physical needs.


10. Overcoming fear and jealousy.

11. Learning about and developing good study habits.

   Suggestions for techniques of conducting good guidance sessions:

1. Providing group discussion--when free expression of

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129 Willey, op. cit., p. 284.

130 Ohio Guidance Papers, op. cit., p. 6.
opinions and feelings are encouraged, a sense of cooperation develops which leads to planning and working together. 131

2. Forming buzz groups—dividing the class into small informal groupings for a brief time to discuss a pertinent topic of common interest. The opinions are presented after the time limit by each group and combined into a class summary. This is an excellent device to study individual child and group dynamics. 132

3. Appointing committees of pupils.

4. Telling reaction stories and encouraging role-playing.

5. Using problem-solving techniques—the methods of scientific problem solving are used to identify and solve personal problems. 133

6. Presenting the case method—first describing the case of a particular person in a situation that is open to solution and then letting the group decide how the problem should best be solved. 134

132 Ibid.
134 Ibid., pp. 121-124.
It is important that mention be made of nondirective play therapy. This permissive therapy with young or middle grade children has been found to help the child release inner tensions and develop toward favorable change and improvement of self-control. Three basic attitudes that the therapist must possess if children are to be successfully helped, are:

(1) faith, expressed as a pervasive belief in the child's ability to work out his difficulties and discover what is best for him; (2) acceptance, shown through encouraging the child to express his feelings and himself fully and to explore his attitudes freely; (3) respect, manifested in the relationship with the child in ways to convince him that his self is regarded as worthwhile and important.\(^{135}\)

It was found that permissiveness in the classroom increased feelings of social acceptance by the group.\(^{136}\)

Non-directive play therapy is based on the theory that within each individual there is the inner force to achieve "self-realization", and if he "plays out" his disturbing feeling through the expression of play, the tensions are released and there is improvement. There are eight basic principles of play therapy, which are listed as follows:

1. The therapist must develop a warm, friendly relationship with the child, in which good rapport is established as soon as possible.

\(^{135}\) Bennett, *op. cit.*, p. 153. \(^{136}\) Ibid.
2. The therapist accepts the child exactly as he is.
3. The therapist establishes a feeling of permissiveness in the relationship so that the child feels free to express his feelings completely.
4. The therapist is alert to recognize the feelings the child is expressing and reflects those feelings back to him in such a manner that he gains insight into his behavior.
5. The therapist maintains a deep respect for the child's ability to solve his own problems if given an opportunity to do so. The responsibility to make choices and to institute change is the child's.
6. The therapist does not attempt to hurry the therapy along. It is a gradual process and is recognized as such by the therapist.
7. The therapist does not attempt to direct the child's actions or conversation in any manner. The child leads the way; the therapist follows.
8. The therapist establishes only those limitations that are necessary to anchor the therapy to the world of reality and to make the child aware of his responsibility in the relationship.

Counseling

Since counseling is the heart of the guidance service the need for counseling must supersede all other activities. In addition to the suggestions of ways for group guidance in counseling expressed previously, provision must be made for counseling individually with as many students as it is found that need this help, without delay.

Some definitions of counseling may help to clarify

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the diversity of opinions concerning counseling at the elementary level. Arbuckle terms counseling as an "interaction between two people." Peters terms it a "one-to-one relationship." Dr. Austin Grigg, in a lecture given on July 23, 1965, succinctly defines counseling as a "process which takes place in a face-to-face relationship between an individual who is troubled by non-medical problems with which he has been unable to cope alone and a professional worker whose training and experience has qualified him to aid others to reach solutions."

It is the opinion of some that an elementary school child is too young to reason and to be able to verbalize his true feelings. These feelings may exist if adult or secondary school guidance methods are to be applied to counseling in the elementary school. Perhaps some broad principles may need to be applied, but always, the child's level of understanding should be the guiding principle of the development of the counseling process, with the aim toward a oneness of the acceptance of self and the power of

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138 Arbuckle, op. cit., p. 165.
139 Peters, op. cit., p. 143.
140 Ibid., p. 141.
141 Ibid., p. 144-145.
learning and creating. Counseling should be developmental, extending over the years of the child's growth in the elementary school. The counselor must always remain aware that this is a basic function of guidance at this level.\textsuperscript{142}

The non-directive basic principles of play therapy previously expressed would also successfully apply to the counseling of a child. Before the start of the counseling session the counselor must be prepared by studying all data concerning the child. Since the aim is to help the child arrive at its own directed solutions, the counselor reflects the feelings and attitudes as expressed by the child so that the problem can be understood and analyzed. Each conference should end pleasantly with a summary of what developed and "some definite plan of action."\textsuperscript{143}

6. EQUIPMENT

1. The guidance office should be centrally located within easy reach of children, but not as a part of the principal's office where guidance may be associated with discipline.

2. Ideally, it would be nice to have a reception room. In the reception room can be a setee and chairs, a round table

\textsuperscript{142} Peters, \textit{op. cit.}, p. 144-145.

\textsuperscript{143} Detjen, \textit{op. cit.}, p. 8-9.
with flowers or a centerpiece, and some tablearm chairs for the use of students who may have writing or work to do for any reason. Here can be the "parents' library corner," attractive reading materials at all levels for children, some children's games and puzzles, and pictures on the wall.

3. The private conference or guidance room should have space to store records, room space for testing, interviewing, and group guidance. It should have privacy and be attractively furnished, also have pictures on the wall. Here can be kept printed forms, guidance publications, the cumulative records, and standardized tests. There should be ample cabinet space.

4. There should be a bulletin board, within the reception room or outside the door in the hall. The bulletin board can be "as important to guidance as window-dressing is to a smart apparel shop." Here an arrangement can be displayed whenever there is a school unit in progress on some form of guidance.


145 Shennan, op. cit., p. 17.
7. EVALUATION AND RESEARCH

After a guidance program has been organized and put into operation, just as with all other aspects of education, it can never remain static. Research and evaluation must be constantly in process. Concerning the evaluation of a guidance program, the school's purpose must first be defined by the staff to re-emphasize child growth. Then child behavior must be studied, and through testing and recording, show the growth and what the school is doing for the child. Then, as at the first, the child's growth must again be related to the purposes of the school. 146

As a guide to evaluation the following characteristics of an effective guidance program are presented:

1. Children who live in a guidance-centered environment and atmosphere are free to be children. (They have sound mental health).
2. Teachers who are part of a guidance-centered environment have learned much about children and their growth patterns and needs.
3. Continued in-service study and improvement is a characteristic of the guidance-minded staff.
4. Within the diverse activities of the group, a thread of planned coordination exists.
5. Special personnel in guidance possess the proper qualifications to serve as resources to the staff in relation to both individual and group needs.
6. In the guidance program, home-school contacts are made early in the guidance-centered school.
7. If the guidance program is successful, staff morale is high.
8. The successful guidance program is recognized as a continuing and worthy service to all persons in the community.

146 Farwell, op. cit., p. 55-62.
9. Follow-up studies are planned methodically in a successful guidance program. (Assessment of adjustment at higher grade levels helps plan future guidance activities in the elementary school). 147

8. A SAMPLE TIME-TABLE FOR YEAR-ROUND GUIDANCE SERVICES

**June**

1. Complete any clerical reports or compiling of data.
2. Reorganize the files.
3. Make any home visits deemed important for follow-up.
4. Hold requested conferences.
5. Order any tests and material needed for the following year.

**July**

1. Do professional reading.

**August**

1. Meet parents and pupils from all grades who are to be new entrants to the school. Have a conference with each. Plan a simple orientation sheet giving important information about the school and any of its traditions or annual events. Add information about the classroom, the child's teacher, and interesting comments about activities. Then show them around the school, taking

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147 Ruth Martinson, *op. cit.*, pp. 271-274.
in the classrooms, library, cafeteria, and playground area.

**September**

1. Orientation meetings for kindergarten parents.
2. Schedule time for standardized tests to be given in all grades.
3. Schedule and secure consultants, supervisors, or special personnel for in-service meetings.
4. Help teachers unfamiliar with any records, cumulative folders, and class record sheets.
5. Begin individual or group get-acquainted conferences with all students above fourth grade.
6. Help teachers who request assistance in the construction of a sociogram, its plotting, then in its interpretation.
7. Study all sociograms with the individual teachers to determine guidance techniques for correction of problems or maladjustments.

**October**

1. Conduct group guidance activities about the world of work.
2. Work with teachers on having children write autobiographies, interest inventories, and personality inventories.
3. Study problem children and make profile charts to
begin counseling for improvement.
4. Continue individual conferences with upper-graders.
5. After the first six-weeks grades are given out, identify underachievement through scattergrams.

November
1. Conferences with teachers as needed (a continuous process the year-round).
2. Counseling as needed (a continuous process).
3. Arrange for parent classroom visitations and activities during American Education Week.
4. Group guidance activities.
5. Parent education groups.
6. Small guidance groups of children on talking over common personal problems.

December
1. Plan a school-wide guidance unit on good manners and courtesy.
2. Continue group guidance activities, counseling, and parent education groups.

January
1. Make profile charts from test results.
2. Have children prepare rating scales of their
progress on good manners and courtesy.

3. Continue group guidance activities, counseling, and parent education groups.

February

1. Provide for the giving of another sociogram and re-assess the needs of pupils; evaluate.

2. Continue group guidance activities, counseling, and parent education groups.

March

1. Plan a school-wide unit on good health, and personal good grooming.

2. Continue group guidance, counseling, and parent education groups.

3. "Roam" for observation of other elementary school guidance programs that are outstanding, even out-of-state.

April

1. Group guidance with the sixth grades in choosing a curriculum for junior high school.

2. Begin preparations for graduation activities.

3. Continue group guidance, counseling, and parent education groups.
May

1. Orientation meeting for kindergarten parents for junior-primary registration.

2. Sixth grade orientation to junior high school.

3. Orientation of sixth grade parents.


5. Group discussions on seeking enriching summer vacation activities.
CHAPTER III

PROCEDURES USED IN GATHERING DATA

A check list survey of opinions regarding the need for special resource personnel was formulated. The questionnaire was constructed so that it was comprehensive and so that it could be quickly and easily completed by teachers.

For permission to conduct the survey in each school division the appropriate director was contacted. In the Richmond Public Schools this was Mr. George O. McClary, Director of Guidance Services; in Chesterfield County this was Mr. M.R. Schools, Director of Instruction; in Henrico County this was Mr. Rod Britton, Director of Instruction. In each of the three private schools, the headmaster or headmistress was approached. The purpose of the study was outlined, along with the planned procedures to be used.

As permission was given by each school division, the names of the principals of the selected schools were provided for the author to contact. In Henrico County and in the Richmond Public Schools a memorandum was sent to each principal by the director explaining the situation and a request for assistance of the principals in the survey of teacher opinions.
The principals were then contacted by the author and an additional explanation of purposes and procedures was presented.

In the sampling only teachers in the first, fourth, and sixth grades were included. The author was given the names of the teachers in each of the grades to be sampled by the building principal. An explanatory letter personally addressed to each teacher was prepared and included with each questionnaire. The letters and questionnaires were delivered personally to the principal. In the Richmond Public Schools this was done by the school mail. Each principal in turn undertook the responsibility of distribution to the teachers concerned. A copy of the letter and the questionnaire that was sent to each teacher appears in Appendix A, page 119.

A stamped envelope addressed to the author was included so that the two-page form could be mailed anonymously to the author directly. This was done for the sake of expediency as well as to facilitate a true response from each teacher.

1. TABULATION OF THE RESPONSES

The responses of the teachers were tabulated by school division, said division being coded to prevent im-
proper comparison or interpretation. Opinions were coded to facilitate ease in tabulation with the numeral (1) ranking as the low rank of "Not Needed," the numeral (2) ranking next as "Somewhat Needed," the numeral (3) ranking as "Needed," the numeral (4) ranking as "Highly Needed," and the numeral rank of (5) as "Indispensable," the highest rank expressed.

Income level was also coded, with the numeral (1) representing Low Income, the numeral (2) representing Average Income, and the numeral (3) representing High Income. A similar plan was used to code attitudes toward functions of guidance. Educational level was coded in tabulation with the numeral (1) representing "Some college," the numeral (2) representing "Bachelor's Degree," and the numeral (3) representing "Some graduate training," with the rank of the numeral (4) representing "Master's Degree or above."

Grade level was tabulated by grades one, four, and six. School size was estimated by the responding teachers since, for the purpose needed in the gathering of data, two broad categories were necessary. These were the large schools, enrolling 600 and above, and the small schools, enrolling fewer than 600.

Thirty-three guidance activities identified with
elementary school guidance were listed in the survey questionnaire. An expression of attitude concerning each of these activities was checked by each teacher. For ease in tabulation a number was assigned to each attitude, with the numeral (1) representing the column expressing "A teacher should be able to do this," the numeral (2) representing "A teacher needs help of a specialist" and the numeral (3) representing "Should be done only by a specialist." Frequencies were tabulated with each attitude (1), (2), (3) under each guidance function, and percentages determined. Many teachers did not express an attitude in some areas. By the comments expressed the author realized that in some areas teachers did not have the security of knowing enough about the particular guidance function to express an opinion. Therefore, zeros may have been of some significance and were thus tabulated to help interpret an interesting data.

Years of experience were tabulated exactly as given, and a mean determined. In relation to attitudes toward guidance functions being influenced by years of experience, the range of years was grouped into four categories: 0-3 years, 4-10 years, 11-15 years, and 16 years and up. A test of significance was applied between the four experience levels.
With the tabulation of the sampling of courses taken, an "awareness scale index" was devised which carried the rating to a peak of (10). A rating of (1) was given for the five courses listed if they had been taken by the teacher more than six years ago, and a rating of (2) was given for the same five courses if they had been taken by the teacher within five years.

2. RESPONSES TO QUESTIONNAIRE

A total of 513 questionnaires was sent, forty to Chesterfield County Schools, forty three to Henrico County Schools, twenty five to the private schools, and 405 to the Richmond City Schools. From these a total of 327 questionnaires was returned. The highest percentage of returns was from the Chesterfield County Schools, with thirty returns and a 75 per cent response, then the Henrico County Schools with twenty eight returns and a 65 per cent response, next the private schools with sixteen returns and a 64 per cent response, and finally, the Richmond City Schools with 253 returns and a 62.4 per cent response.
<table>
<thead>
<tr>
<th>Types of Area Schools</th>
<th>Number Distributed</th>
<th>Number Returned</th>
<th>Per Cent of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesterfield County Schools</td>
<td>40</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>Henrico County Schools</td>
<td>43</td>
<td>28</td>
<td>65.1%</td>
</tr>
<tr>
<td>Private Schools</td>
<td>25</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>Richmond City Schools</td>
<td>405</td>
<td>253</td>
<td>62.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>513</strong></td>
<td><strong>327</strong></td>
<td><strong>63.7%</strong></td>
</tr>
</tbody>
</table>
CHAPTER IV

FINDINGS AND IMPLICATIONS

To discover whether teachers recognize the need for elementary guidance, the mean rankings and standard deviations of all the respondents were determined. Then the mean rankings and standard deviations were determined where service personnel were available.

The means were compiled by the individual ratings of opinions expressed by the teachers. The lowest rating of "Not needed" was indicated by the numeral (1); the next lowest of "Somewhat needed" was indicated by the numeral (2); the middle rating of "Needed" was indicated by the numeral (3); the rating of "Highly needed" was indicated by the numeral (4) and the highest rating of "Indispensable" was indicated by the numeral (5).

Since the highest possible result would be a rating of (5) a mean of near five would show that a high majority of the teachers had expressed highly favorable opinions. Therefore, the means for librarian (4.29) and nurse (4.07) show that teachers expressed strong acceptance, an opinion beyond the rating of "Highly needed."

Also, the smaller the standard deviation, the more uniformity of opinion on the question existed. There was more variation of opinion about the Full-time Visiting
Teacher than any of the others with the standard deviation of 1.25. The highest uniformity of opinion was on that of the School Physician, with a standard deviation of .800. (See Tables II and III).

Tests of significance were applied to evaluate chance as a causative factor. Testing the difference between means was for the purpose of validating, to see whether the differences shown between teachers' opinions on these questions could have resulted by chance rather than the identifiable cause in the sampling process. (The sampling process is as important as the chance).

According to the normal distribution, differences between means as large as one standard deviation will occur about 68.26% of the time when random samples are used. Differences between means as large as three standard deviations will occur three times in a thousand. Consequently, a difference as large as 9.9 standard deviations (librarian mean vs. guidance mean) could not possibly occur simply as the result of the sampling process or by chance. Therefore, such a difference must be regarded as significant, as indicating a real difference in the level of opinions held by the teachers with respect to guidance in the degree of desirability which the teachers attached (the ratings mentioned above). A standard error of 2.97 (remedial reading teacher mean vs. guidance mean) means that it can occur
<table>
<thead>
<tr>
<th>Resource Specialists</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>32</td>
<td>4.29</td>
<td>.812</td>
</tr>
<tr>
<td>Nurse</td>
<td>71</td>
<td>4.07</td>
<td>1.2</td>
</tr>
<tr>
<td>Remedial Reading Teacher</td>
<td>207</td>
<td>3.78</td>
<td>1.0</td>
</tr>
<tr>
<td>Visiting Teacher (Full-time)</td>
<td>118</td>
<td>3.69</td>
<td>1.25</td>
</tr>
<tr>
<td>Art Consultant</td>
<td>276</td>
<td>3.60</td>
<td>1.09</td>
</tr>
<tr>
<td>Music Consultant</td>
<td>235</td>
<td>3.58</td>
<td>1.04</td>
</tr>
<tr>
<td>Visiting Teacher (Part-time)</td>
<td>106</td>
<td>3.56</td>
<td>1.2</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>166</td>
<td>3.53</td>
<td>1.17</td>
</tr>
<tr>
<td>Psychologist (Part-time)</td>
<td>17</td>
<td>3.51</td>
<td>1.02</td>
</tr>
<tr>
<td>Speech Correctionist</td>
<td>128</td>
<td>3.50</td>
<td>.90</td>
</tr>
<tr>
<td>Physical Education Consultant</td>
<td>181</td>
<td>3.45</td>
<td>1.15</td>
</tr>
<tr>
<td>Psychologist (Full-time)</td>
<td>75</td>
<td>3.30</td>
<td>1.00</td>
</tr>
<tr>
<td>Language Arts Consultant</td>
<td>87</td>
<td>3.13</td>
<td>1.05</td>
</tr>
<tr>
<td>School Physician</td>
<td>186</td>
<td>2.87</td>
<td>.800</td>
</tr>
</tbody>
</table>
TABLE III

MEAN RANKING BY RESPONDENTS WHERE
SERVICE WAS UNAVAILABLE

<table>
<thead>
<tr>
<th>Resource Specialists</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Reading Teacher</td>
<td>207</td>
<td>3.72</td>
<td>.93</td>
</tr>
<tr>
<td>Librarian</td>
<td>32</td>
<td>3.56</td>
<td>1.39</td>
</tr>
<tr>
<td>Nurse</td>
<td>71</td>
<td>3.52</td>
<td>1.49</td>
</tr>
<tr>
<td>Music Consultant</td>
<td>17</td>
<td>3.41</td>
<td>1.15</td>
</tr>
<tr>
<td>Psychologist (Part-time)</td>
<td>166</td>
<td>3.32</td>
<td>1.06</td>
</tr>
<tr>
<td>Art Consultant</td>
<td>75</td>
<td>3.24</td>
<td>.89</td>
</tr>
<tr>
<td>Psychologist (Full-time)</td>
<td>235</td>
<td>3.23</td>
<td>1.02</td>
</tr>
<tr>
<td>Visiting Teacher (Full-time)</td>
<td>118</td>
<td>3.15</td>
<td>.35</td>
</tr>
<tr>
<td>Speech Correctionist</td>
<td>128</td>
<td>3.12</td>
<td>.04</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>276</td>
<td>3.10</td>
<td>1.1</td>
</tr>
<tr>
<td>Visiting Teacher (Part-time)</td>
<td>106</td>
<td>3.08</td>
<td>1.13</td>
</tr>
<tr>
<td>Language Arts Consultant</td>
<td>181</td>
<td>3.00</td>
<td>.94</td>
</tr>
<tr>
<td>Physical Education Consultant</td>
<td>87</td>
<td>2.96</td>
<td>1.12</td>
</tr>
<tr>
<td>School Physician</td>
<td>186</td>
<td>2.54</td>
<td>1.12</td>
</tr>
</tbody>
</table>
99.7% of the time, or at the 1% level of significance so there is a real difference. This shows that it is very unlikely that such a difference could occur by chance, hence significant. In decreasing progression a standard deviation of two means that there is probably a difference, whereas a standard deviation of one means that the difference is questionable. If the standard deviation is even smaller, this is not a significant difference at all, for it means the teachers don't accept a significantly greater need for a guidance counselor than for the other services. This is measuring opinion. The large samples used in this study have given results of good coverage.

Highly significant differences were observed for the specialist services of librarian (9.9), school physician (8.44), nurse (6.07), language arts consultant (4.76), and remedial reading teacher (2.97). The guidance counselor was preferred to a school physician and a language arts consultant, but the librarian, nurse, and remedial reading teacher were preferred to the guidance counselor. There was some significant difference, though not as much (1.68), for preference over the visiting teacher to guidance counselor, (see Table IV).

To determine by percentages whether teachers accepted the need for elementary guidance, the high rating of "Highly needed," rating of the numeral (4) and "Indispen-
sable," rating of the numeral (5) were totaled for each supportive service and were divided into the sum of all the ratings, ranging from "Not needed," rating of the numeral (1) to "Indispensable." The most highly desired of specialist resource personnel were the services of the nurse, with a high rating of 84 per cent, and librarian, with the high rating of 79 per cent. Third was that of remedial reading, high rating of 76 per cent, followed by that of music consultant, 67 per cent. The fifth was that of the guidance counselor, with a rating of 66 per cent. Therefore, out of the services of the fourteen specialized resource personnel surveyed, the services of the elementary guidance counselor ranked fifth in desirability, (see Table V).

With the same view of interpretation in mind, that of determining whether teachers accepted the need for elementary guidance, by use of percentages teachers were rated by the ranking of unavailable services. The teachers rating each unavailable service as highly desirable or indispensable were totaled and divided by the number of teachers where the service was unavailable regardless of rating given. Where the services of specialized resource personnel were not available, the most highly desired were the services of the remedial reading specialist, with 65 per
TABLE IV

RESULTS OF TESTS OF SIGNIFICANCE BETWEEN GUIDANCE MEANS AND MEANS OF OTHER SUPPORTIVE SERVICES

<table>
<thead>
<tr>
<th>Supportive Services</th>
<th>Difference between Means Expressed in Standard Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Mean vs. Part-time Psychologist Mean</td>
<td>.248</td>
</tr>
<tr>
<td>Guidance Mean vs. Speech Correctionist Mean</td>
<td>.45</td>
</tr>
<tr>
<td>Guidance Mean vs. Music Consultant Mean</td>
<td>.60</td>
</tr>
<tr>
<td>Guidance Mean vs. Art Consultant Mean</td>
<td>.83</td>
</tr>
<tr>
<td>Guidance Mean vs. Physical Education Consultant Mean</td>
<td>.90</td>
</tr>
<tr>
<td>Guidance Mean vs. Visiting Teacher Mean</td>
<td>1.68 *</td>
</tr>
<tr>
<td>Guidance Mean vs. Remedial Reading Teacher Mean</td>
<td>2.97 *</td>
</tr>
<tr>
<td>Guidance Mean vs. Language Arts Consultant Mean</td>
<td>4.76 *</td>
</tr>
<tr>
<td>Guidance Mean vs. Nurse Mean</td>
<td>6.07 *</td>
</tr>
<tr>
<td>Guidance Mean vs. School Physician Mean</td>
<td>8.44 *</td>
</tr>
<tr>
<td>Guidance Mean vs. Librarian Mean</td>
<td>9.9 *</td>
</tr>
</tbody>
</table>

* These differences are significant.
### TABLE V
PERCENTAGE OF RESPONDENTS CITING EACH SUPPORTIVE SPECIALTY AS HIGHLY DESIRED WHEN COMPARED TO THE TOTAL RATINGS WHERE SERVICE IS UNAVAILABLE

<table>
<thead>
<tr>
<th>Supportive Specialties</th>
<th>Sum of (4) &amp; (5) Ratings</th>
<th>Sum of all Ratings</th>
<th>Percentage Highly Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>209</td>
<td>250</td>
<td>83.6%</td>
</tr>
<tr>
<td>Librarian</td>
<td>90</td>
<td>114</td>
<td>78.9</td>
</tr>
<tr>
<td>Remedial Reading Teacher</td>
<td>585</td>
<td>771</td>
<td>75.8</td>
</tr>
<tr>
<td>Music Consultant</td>
<td>39</td>
<td>58</td>
<td>67.2</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>629</td>
<td>956</td>
<td>65.8</td>
</tr>
<tr>
<td>Visiting Teacher (Full-time)</td>
<td>240</td>
<td>372</td>
<td>64.5</td>
</tr>
<tr>
<td>Psychologist (Full-time)</td>
<td>468</td>
<td>761</td>
<td>61.5</td>
</tr>
<tr>
<td>Psychologist (Part-time)</td>
<td>326</td>
<td>552</td>
<td>59</td>
</tr>
<tr>
<td>Art Consultant</td>
<td>142</td>
<td>243</td>
<td>58.4</td>
</tr>
<tr>
<td>Visiting Teacher (Part-time)</td>
<td>178</td>
<td>327</td>
<td>54.4</td>
</tr>
<tr>
<td>Speech Correctionist</td>
<td>192</td>
<td>400</td>
<td>48</td>
</tr>
<tr>
<td>Language Arts Consultant</td>
<td>252</td>
<td>544</td>
<td>46.3</td>
</tr>
<tr>
<td>Physical Education Consultant</td>
<td>116</td>
<td>258</td>
<td>45</td>
</tr>
<tr>
<td>School Physician</td>
<td>178</td>
<td>473</td>
<td>37.4</td>
</tr>
</tbody>
</table>
cent of the teachers giving this service a high rating. The librarian ranked second in desirability with a rating of 62.5 per cent with the nurse following with a rating of 58 per cent. The services of the elementary school counselor were rated fourth out of the fourteen specialists surveyed, with 54 per cent of the teachers giving a high rating, (see Table VI).

Percentage determinations gave the same preferences as the standard error of the means did.

Do teachers' attitudes toward guidance appear to differ in relation to the income area they serve?

The tabulated guidance ratings were divided according to three income areas. There were one hundred sixty three ratings falling within the low income area, one hundred eighteen within the average income area, and thirty within the high income area. The means were determined from the sum of ratings of opinions expressed by teachers, which resulted in a mean of 3.1 for low income area, 3.2 for average income area, and 2.3 for high income area. Standard deviations were 2.41 for low income area, 1.59 for average income area, and 1.73 for the high income area.

Tests of significance were applied to eliminate the causative factor of chance, to see if the differences shown between teachers' attitudes by teachers teaching in schools
TABLE VI

PERCENTAGE OF TEACHERS RATING EACH UNAVAILABLE SERVICE AS HIGHLY DESIRABLE AS COMPARED TO ALL THE TEACHERS WHERE THE SERVICE IS UNAVAILABLE

<table>
<thead>
<tr>
<th>Specialist Services</th>
<th>Teachers Rating Highly (4,5)</th>
<th>Teachers Where Service Unavailable</th>
<th>Percentage Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Reading Teacher</td>
<td>134</td>
<td>207</td>
<td>64.7%</td>
</tr>
<tr>
<td>Librarian</td>
<td>20</td>
<td>32</td>
<td>62.5%</td>
</tr>
<tr>
<td>Nurse</td>
<td>41</td>
<td>71</td>
<td>57.7%</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>148</td>
<td>276</td>
<td>53.6%</td>
</tr>
<tr>
<td>Music Consultant</td>
<td>9</td>
<td>17</td>
<td>53%</td>
</tr>
<tr>
<td>Visiting Teacher (Full-time)</td>
<td>56</td>
<td>118</td>
<td>47.4%</td>
</tr>
<tr>
<td>Psychologist (Full-time)</td>
<td>111</td>
<td>235</td>
<td>47.2%</td>
</tr>
<tr>
<td>Psychologist (Part-time)</td>
<td>77</td>
<td>166</td>
<td>46.3%</td>
</tr>
<tr>
<td>Art Consultant</td>
<td>29</td>
<td>75</td>
<td>38.7%</td>
</tr>
<tr>
<td>Visiting Teacher (Part-time)</td>
<td>41</td>
<td>106</td>
<td>38.6%</td>
</tr>
<tr>
<td>Speech Correctionist</td>
<td>44</td>
<td>128</td>
<td>34.4%</td>
</tr>
<tr>
<td>Physical Education Consultant</td>
<td>28</td>
<td>87</td>
<td>32.2%</td>
</tr>
<tr>
<td>Language Arts Consultant</td>
<td>58</td>
<td>181</td>
<td>32.04%</td>
</tr>
<tr>
<td>School Physician</td>
<td>40</td>
<td>186</td>
<td>21.5%</td>
</tr>
</tbody>
</table>
drawing their enrollment from low income, average, and high income areas could have resulted by chance in the sampling process. The standard deviation between teacher attitudes from low income schools and average income schools was \(0.417\) as would occur about 32 percent of the time, so there is not sufficient significance. Standard deviation between low income and high income was 2.16 or 96 per cent, a significant difference but not conclusive. From teacher attitudes between average income and high income the standard deviation was 2.57 which would occur 98 per cent as smaller and two per cent as bigger. This is more conclusive than the others because of a significant difference shown, with the teachers from the schools of average income areas showing a higher acceptance of guidance, (see Table VII).

Do teachers' attitudes toward guidance differ in relation to school size?

School size was separated into two broad categories, with an enrollment of 600 pupils or fewer being labeled a small school and an enrollment of 601 and above being labeled a large school.

There were sixty schools approximated by teacher responses of school enrollment as being small schools and 189 schools as being large. The mean, from the sum of
### TABLE VII

RESULTS OF TESTS OF SIGNIFICANCE BETWEEN

INCOME AREAS SERVED BY SCHOOLS

<table>
<thead>
<tr>
<th>Schools</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>163</td>
<td>3.1</td>
<td>2.41</td>
</tr>
<tr>
<td>Average Income</td>
<td>118</td>
<td>3.2</td>
<td>1.59</td>
</tr>
<tr>
<td>High Income</td>
<td>30</td>
<td>2.3</td>
<td>1.73</td>
</tr>
</tbody>
</table>

Differences between Means
Expressed as Standard Errors

- Low Income vs. Average Income: 0.417
- Low Income vs. High Income: 2.16
- Average Income vs. High Income: 2.57
ratings (1) to (5) as previously explained, was 2.8 for small schools and 3.51 for large schools. Standard deviation was 1.36 for small schools and 1.52 for large schools. A test of significance was applied which resulted in 4.18 standard of error which showed a real significance, beyond error of chance, that teachers' attitudes toward guidance from teachers in large schools with enrollments above 600 pupils were definitely, without a doubt, more acceptant toward guidance than the attitudes of teachers from small schools.

How do teachers rate the need for guidance personnel relative to other supportive services?

To determine how teachers rank the need for guidance personnel relative to other supportive personnel, responses were tabulated by frequency. On the questionnaire the teachers were asked to choose by marking with an asterisk, the one specialist they would most desire if the services of that specialist were not already available to their school situation. The guidance counselor was selected as the most preferred. From 251 teachers responding in this area, 130 cited the guidance counselor as the most desirable. The remedial reading teacher was the next choice, (88 teachers), with that of full-time psychologist ranking third, (25 teachers).

On the survey, though not expressly requested, some
teachers volunteered their preference for part-time specialists, in addition to their responses of a preferred full-time specialist. This is presented for whatever value it may have. Though responses were few, the most desired was that of part-time psychologist, with language arts consultant, then speech correctionist following.

However, during tabulation of responses, it was frequently noted by the author that many teachers, although placing an asterisk beside guidance counselor as their choice of the ONE specialist they would like to have in their school program, nevertheless, did not give as high a rating to guidance counselor. It would be a logical assumption that a high rating of (5), "Indispensable," or even a rating of (4), "Highly needed" would accompany the choice of the one specialist a teacher would most like to have in the school program. This was not consistently expressed.

What are the differences between grade levels in teachers' attitudes toward guidance?

The guidance counselor ratings, expressed in numerals ranging from (1), "Not needed," to a degree of (5), "Indispensable," were tabulated into separations by grade levels. Since questionnaires were issued only to teachers in the first, fourth, and sixth grades, only these grade levels were used.
TABLE IX

FREQUENCY RESPONSES OF SPECIALISTS MOST DESIRED IF SERVICE IS NOT ALREADY AVAILABLE TO A SCHOOL

<table>
<thead>
<tr>
<th>Full-time Specialists:</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor</td>
<td>130</td>
</tr>
<tr>
<td>Remedial Reading Teacher</td>
<td>88</td>
</tr>
<tr>
<td>Full-time Psychologist</td>
<td>25</td>
</tr>
<tr>
<td>Nurse</td>
<td>4</td>
</tr>
<tr>
<td>Full-time Visiting Teacher</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time Specialists:</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist</td>
<td>58</td>
</tr>
<tr>
<td>Language Arts Consultant</td>
<td>16</td>
</tr>
<tr>
<td>Speech Correctionist</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education Consultant</td>
<td>13</td>
</tr>
<tr>
<td>Art Consultant</td>
<td>9</td>
</tr>
<tr>
<td>School Physician</td>
<td>5</td>
</tr>
<tr>
<td>Visiting Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Music Consultant</td>
<td>1</td>
</tr>
</tbody>
</table>
There were 169 ratings expressed at the first grade level, 108 ratings at the fourth grade level, and eighty-eight ratings at the sixth grade level. The means were as follows: first grade level, 3.56; fourth grade level, 3.44; sixth grade level, 3.63. Standard deviations ranged from .88 at the sixth grade level, 1.08 at the first grade level, to 1.19 at the fourth grade level.

Tests of significance were applied to eliminate chance as a causative factor, to see whether teachers' attitudes toward guidance by grade levels could have resulted by chance in the sampling process. The deviations expressed in standards of error were too small to be of any significance. Therefore, there was no noticeable difference between grade levels in teachers' attitudes toward guidance except from being very slightly more positive at the sixth grade level. (See Table X).
### TABLE X

**RESULTS OF GUIDANCE SCORES ACCORDING TO GRADE LEVEL**

<table>
<thead>
<tr>
<th></th>
<th>First Grade</th>
<th>Fourth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>109</td>
<td>107</td>
<td>88</td>
</tr>
<tr>
<td>Mean (M)</td>
<td>3.56</td>
<td>3.44</td>
<td>3.63</td>
</tr>
<tr>
<td>Standard Deviation (S.D.)</td>
<td>1.08</td>
<td>1.19</td>
<td>0.88</td>
</tr>
<tr>
<td>Standard Mean (S.M.)</td>
<td>1.03</td>
<td>1.12</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Deviations Expressed in Standards of Error

- First Grade Mean vs. Fourth Grade Mean: 0.827
- First Grade Mean vs. Sixth Grade Mean: 0.51
- Fourth Grade Mean vs. Sixth Grade Mean: 1.25
What kinds of functions related to guidance do teachers express the opinion that they should perform? In order of highest percentages, teachers expressed their opinion as being able to perform the following guidance functions:

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manners (in group guidance)</td>
<td>87%</td>
</tr>
<tr>
<td>2. Dress (in group guidance)</td>
<td>86%</td>
</tr>
<tr>
<td>3. Administering language achievement tests</td>
<td>75%</td>
</tr>
<tr>
<td>4. Administering arithmetic achievement tests</td>
<td>73.5%</td>
</tr>
<tr>
<td>5. Administering reading achievement tests</td>
<td>71%</td>
</tr>
<tr>
<td>6. Orientation of new pupils and parents on the elementary school curriculum</td>
<td>71%</td>
</tr>
<tr>
<td>7. Administering group pencil and paper intelligence tests</td>
<td>69.5%</td>
</tr>
<tr>
<td>8. Controlling your emotions (in group guidance)</td>
<td>63%</td>
</tr>
<tr>
<td>9. Orientation of pupils and parents to the junior high school curriculum</td>
<td>62%</td>
</tr>
<tr>
<td>10. Interpreting standardized tests to children</td>
<td>54%</td>
</tr>
<tr>
<td>11. Understanding your personality (group guidance)</td>
<td>51%</td>
</tr>
<tr>
<td>12. Summarizing statistics of test data and other characteristics of pupils in my class</td>
<td>47%</td>
</tr>
<tr>
<td>13. Administering paper &amp; pencil personality tests</td>
<td>42%</td>
</tr>
<tr>
<td>14. Administering aptitude tests</td>
<td>40.5%</td>
</tr>
</tbody>
</table>
What kinds of functions related to guidance do teachers show that they need the help of a specialist? Again, in the order of the highest percentages, teachers expressed their opinion as being able to perform the following guidance functions with the help of a specialist.

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing activities pertinent to slow learners</td>
<td>53%</td>
</tr>
<tr>
<td>2. Counseling parents</td>
<td>50</td>
</tr>
<tr>
<td>3. Screening an entire class for discovery of weaknesses and talents</td>
<td>48</td>
</tr>
<tr>
<td>4. Parent education groups</td>
<td>47</td>
</tr>
<tr>
<td>5. Group counseling</td>
<td>46</td>
</tr>
<tr>
<td>6. Play therapy</td>
<td>45.5</td>
</tr>
<tr>
<td>7. Individual child counseling</td>
<td>44</td>
</tr>
<tr>
<td>8. Vocational orientation to the world of work</td>
<td>43</td>
</tr>
<tr>
<td>9. Understanding sex</td>
<td>41.5</td>
</tr>
<tr>
<td>10. Referral to social and health agencies in the community</td>
<td>41</td>
</tr>
<tr>
<td>11. Interpreting standardized tests to children</td>
<td>37</td>
</tr>
</tbody>
</table>

What kinds of functions related to guidance do teachers consider should be done only by a specialist? The range of opinion in this area was very positive, limited
to a twenty three degree fluctuation from a low of fifty four per cent to a high of 77 per cent. Again, in the order of highest percentages, teachers expressed their opinion that the following guidance functions be done only by a specialist.

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing activities pertinent to the brain-injured</td>
<td>77%</td>
</tr>
<tr>
<td>2. Organizing activities pertinent to the mentally handicapped</td>
<td>73</td>
</tr>
<tr>
<td>3. Organizing activities pertinent to the mentally retarded</td>
<td>67</td>
</tr>
<tr>
<td>4. Administering and interpreting sociometric tests</td>
<td>59</td>
</tr>
<tr>
<td>5. Organizing activities pertinent to the emotionally disturbed</td>
<td>58</td>
</tr>
<tr>
<td>6. Scattergrams to determine underachievement</td>
<td>54</td>
</tr>
</tbody>
</table>

In order that a composite picture be given of teachers' attitudes toward the guidance functions they should perform, functions they should perform with the help of a specialist, and functions to be done only by a specialist, all scores and percentages from each category should be presented. Table XI has been constructed for this purpose. The functions have been coded, with the numeral (1) representing "A teacher should be able to do this," the nu-
meral (2) representing "Teacher needs help of a specialist," and the numeral (3) representing "Should be done only by a specialist." Frequencies, totals, and percentages have been included. As previously mentioned, the zeros are significant because teachers expressed in added comments the uncertainty or inability to perform certain guidance functions. Therefore, zero frequencies have been included, though not a part of the totals or the percentages.
<table>
<thead>
<tr>
<th>A. Administering Standardized Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group pencil and paper intelligence tests</td>
</tr>
<tr>
<td>2. Reading achievement tests</td>
</tr>
<tr>
<td>3. Language achievement tests</td>
</tr>
<tr>
<td>4. Arithmetic achievement tests</td>
</tr>
<tr>
<td>5. Aptitude tests</td>
</tr>
<tr>
<td>6. Paper &amp; pencil personality tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Interpreting Standardized Tests to Parents</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>C. Interpreting Standardized Tests to Children</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D. Organizing Activities Pertinent to Individual Child Needs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E. 1. Emotionally Disturbed</th>
</tr>
</thead>
</table>

**TABLE XI**

**TEACHER ATTITUDES ON PERFORMANCE OF GUIDANCE FUNCTIONS**

<table>
<thead>
<tr>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>Total</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>219</td>
<td>45</td>
<td>51</td>
<td>315</td>
<td>69.5%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>8</td>
<td>227</td>
<td>47</td>
<td>45</td>
<td>327</td>
<td>71</td>
<td>14.8</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>240</td>
<td>39</td>
<td>42</td>
<td>321</td>
<td>74.8</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>236</td>
<td>40</td>
<td>45</td>
<td>321</td>
<td>73.5</td>
<td>12.4</td>
<td>14</td>
</tr>
<tr>
<td>19</td>
<td>125</td>
<td>97</td>
<td>86</td>
<td>308</td>
<td>40.6</td>
<td>31.5</td>
<td>28</td>
</tr>
<tr>
<td>24</td>
<td>127</td>
<td>102</td>
<td>74</td>
<td>303</td>
<td>41.9</td>
<td>33.7</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>115</td>
<td>118</td>
<td>86</td>
<td>319</td>
<td>36</td>
<td>36.9</td>
<td>26.9</td>
</tr>
<tr>
<td>28</td>
<td>161</td>
<td>85</td>
<td>53</td>
<td>299</td>
<td>53.8</td>
<td>28</td>
<td>17.7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>126</td>
<td>184</td>
<td>319</td>
<td>2.8</td>
<td>39.5</td>
<td>57.7</td>
</tr>
<tr>
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<td>(0)</td>
<td>(1)</td>
<td>(2)</td>
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<td>Total</td>
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<td>(2)</td>
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<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2. Mentally retarded</td>
<td>3</td>
<td>7</td>
<td>99</td>
<td>218</td>
<td>324</td>
<td>2.1%</td>
<td>30.5%</td>
</tr>
<tr>
<td>3. Slow learners</td>
<td>4</td>
<td>78</td>
<td>171</td>
<td>74</td>
<td>323</td>
<td>24</td>
<td>52.9</td>
</tr>
<tr>
<td>4. Mentally handicapped</td>
<td>1</td>
<td>4</td>
<td>83</td>
<td>239</td>
<td>326</td>
<td>1.2</td>
<td>25</td>
</tr>
<tr>
<td>5. Brain-injured</td>
<td>2</td>
<td>7</td>
<td>67</td>
<td>251</td>
<td>325</td>
<td>2</td>
<td>20.6</td>
</tr>
<tr>
<td>E. Parent Education Groups</td>
<td>24</td>
<td>72</td>
<td>143</td>
<td>88</td>
<td>303</td>
<td>23.7</td>
<td>47</td>
</tr>
<tr>
<td>F. Individual Child Counseling</td>
<td>6</td>
<td>92</td>
<td>141</td>
<td>88</td>
<td>321</td>
<td>28.6</td>
<td>43.9</td>
</tr>
<tr>
<td>G. Group Counseling</td>
<td>15</td>
<td>69</td>
<td>144</td>
<td>99</td>
<td>312</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>H. Play Therapy</td>
<td>13</td>
<td>39</td>
<td>143</td>
<td>132</td>
<td>314</td>
<td>12</td>
<td>45.5</td>
</tr>
<tr>
<td>I. Vocational Orientation to the World of Work</td>
<td>33</td>
<td>55</td>
<td>126</td>
<td>113</td>
<td>294</td>
<td>18.7</td>
<td>42.8</td>
</tr>
<tr>
<td>J. Referral to Social and Health Agencies in the Community</td>
<td>25</td>
<td>71</td>
<td>125</td>
<td>106</td>
<td>302</td>
<td>23.5</td>
<td>41</td>
</tr>
<tr>
<td>K. Administering and Interpreting Sociometric Tests</td>
<td>25</td>
<td>32</td>
<td>92</td>
<td>178</td>
<td>302</td>
<td>10.5</td>
<td>30</td>
</tr>
<tr>
<td>L. Scattergrams to Determine Underachievement</td>
<td>33</td>
<td>37</td>
<td>97</td>
<td>160</td>
<td>294</td>
<td>12.5</td>
<td>33</td>
</tr>
</tbody>
</table>
TABLE XI  (continued)  
Percentages

<table>
<thead>
<tr>
<th>Group</th>
<th>Activity</th>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>Total</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M. Orientation of New Pupils...on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The elementary school curriculum</td>
<td>10</td>
<td>226</td>
<td>74</td>
<td>17</td>
<td>317</td>
<td>71%</td>
<td>23%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2. The junior high curriculum</td>
<td>45</td>
<td>176</td>
<td>87</td>
<td>19</td>
<td>282</td>
<td>62</td>
<td>30.8</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>N. Group Guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Dress</td>
<td>7</td>
<td>275</td>
<td>40</td>
<td>5</td>
<td>320</td>
<td>85.9</td>
<td>12.5</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>2. Manners</td>
<td>5</td>
<td>280</td>
<td>37</td>
<td>5</td>
<td>322</td>
<td>87</td>
<td>11.5</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>3. Controlling your emotions</td>
<td>7</td>
<td>201</td>
<td>98</td>
<td>21</td>
<td>320</td>
<td>62.8</td>
<td>30.6</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>4. Understanding your personality</td>
<td>15</td>
<td>160</td>
<td>113</td>
<td>39</td>
<td>312</td>
<td>51</td>
<td>36</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>5. Understanding sex</td>
<td>34</td>
<td>119</td>
<td>122</td>
<td>52</td>
<td>293</td>
<td>40.6</td>
<td>41.6</td>
<td>17.7</td>
</tr>
<tr>
<td></td>
<td>O. Summarizing Statistics of Test Data and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Characteristics of Pupils</td>
<td>15</td>
<td>147</td>
<td>128</td>
<td>37</td>
<td>312</td>
<td>47</td>
<td>41</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>P. Counseling Parents</td>
<td>12</td>
<td>101</td>
<td>158</td>
<td>56</td>
<td>315</td>
<td>32</td>
<td>50</td>
<td>17.7</td>
</tr>
<tr>
<td></td>
<td>Q. Screening an Entire Class for Discovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Weaknesses and Talents</td>
<td>4</td>
<td>119</td>
<td>154</td>
<td>50</td>
<td>323</td>
<td>36.8</td>
<td>47.6</td>
<td>15.4</td>
</tr>
</tbody>
</table>
To what extent is there a difference among teachers' opinions concerning guidance functions as a function of years of experience?

Of the 309 teachers who listed their years of experience, the experience level ranged from a half year of experience to forty seven years of experience. The mean was 15.8 years. There were sixty eight teachers in the 0-3 experience level, seventy-two teachers with 4-10 years of experience, thirty-seven teachers with 11-15 years of experience, and 117 teachers had sixteen or more years of experience with the median being eleven years.

The guidance ratings were tabulated according to years of experience at the 0-3 level, 4-10 year level, 11-15 year level, and the level of sixteen years and above. The means ranged as follows: For the 0-3 year group, 3.63; 4-10 year group, 3.69; 11-15 year group, 3.7; and the sixteen year group and up, 3.41. The standard deviations were as follows: 0-3 year group, .88; 4-10 year group, 1.13; 11-15 year group, 1.07; and the sixteen year and up group, 1.03.

Tests of significance were applied to eliminate chance error, but there were no significant differences of opinions among teachers' expression of need concerning guidance functions because of years of experience. (See Table XII).
TABLE XII
RESULTS OF GUIDANCE SCORES ACCORDING TO YEARS OF EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>0-3 years</th>
<th>4-10 years</th>
<th>11-15 years</th>
<th>16 years &amp; up</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>68</td>
<td>72</td>
<td>37</td>
<td>117</td>
</tr>
<tr>
<td>M</td>
<td>3.63</td>
<td>3.69</td>
<td>3.7</td>
<td>3.41</td>
</tr>
<tr>
<td>S.D.</td>
<td>.88</td>
<td>1.13</td>
<td>1.07</td>
<td>1.03</td>
</tr>
<tr>
<td>S.M.</td>
<td>.01</td>
<td>.134</td>
<td>.18</td>
<td>.10</td>
</tr>
</tbody>
</table>

Deviations Expressed in Standards of Errors

- 0-3 year mean vs. 4-10 year mean: .46
- 4-10 year mean vs. 11-15 year mean: .045
- 11-15 year mean vs. 16 yr. & up mean: 1.5
- 16 year & up mean vs. 0-3 year mean: .69
To what extent is there a difference among teachers' expression of need concerning guidance functions resulting from college level?

Among the 312 teachers who listed their educational level, there were twenty-four teachers who had had some college, 138 teachers had a Bachelor's Degree, 108 teachers had some graduate training, and forty-two held a Master's Degree or above.

From the responses, a mean and standard deviation were calculated. Means ranked as follows: Master's Degree, 3.85; graduating training, 3.64; some college, 3.37; and Bachelor's Degree, 3.18. Standard deviations were calculated, ranging from Master's Degree, .82; then graduate training, .99; then some college, 1.02; and Bachelor's Degree, 1.45.

Tests of significance were applied to eliminate chance error. There is a highly significant degree of difference between the Bachelor's Degree mean and the Master's Degree mean, (6.2), revealing that, without any doubt, teachers' opinions are highly positive toward guidance in proportion to the college level attained. Next high is the Bachelor's Degree mean versus the graduate training mean, which means that with graduate training there is more acceptance toward guidance than at the Bachelor's Degree level. (See Table XIII on the next page).
TABLE XIII

RESULTS OF GUIDANCE SCORES ACCORDING TO EDUCATIONAL LEVEL

<table>
<thead>
<tr>
<th></th>
<th>Some College</th>
<th>Bachelor's Degree</th>
<th>Graduate Training</th>
<th>Master's Degree or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>24</td>
<td>148</td>
<td>108</td>
<td>42</td>
</tr>
<tr>
<td>M</td>
<td>3.37</td>
<td>3.18</td>
<td>3.64</td>
<td>3.85</td>
</tr>
<tr>
<td>S.D.</td>
<td>1.02</td>
<td>1.45</td>
<td>.99</td>
<td>.82</td>
</tr>
<tr>
<td>S.M.</td>
<td>.21</td>
<td>.12</td>
<td>.10</td>
<td>.13</td>
</tr>
</tbody>
</table>

Deviations Expressed in Terms of Standard Error

- Some College mean vs. Bachelor's mean: 0.79
- Some College mean vs. Graduate Training mean: 1.15
- Some College mean vs. Master's Degree mean: 2.00
- Bachelor's mean vs. Graduate Training mean: 2.97
- Bachelor's Degree mean vs. Master's Degree mean: 5.2
- Graduate Training mean vs. Master's Degree mean: 1.31
Figure 1

SAMPLING OF COURSES TAKEN DETERMINED WITHIN
AN AWARENESS SCALE INDEX OF REGENCY
To what extent is there a difference among teachers' expression of need concerning guidance functions as a function of courses taken in the mental health area?

A sampling of courses in the mental health area was listed in the survey questionnaire for the purpose of broadly determining to what extent teachers had a background understanding of guidance. With so much new research and development in the area of guidance, it was expressed that recency of study in this area was relevant so the time element was determined as being whether a teacher had had a course within the last five years, more than six years ago, or had not had any courses at all. An awareness scale index was devised placing a double value of a numeral (2) on recency for any course had by the teacher within five years. A value of the numeral (1) was given to courses taken more than six years ago, with a range possibility of 0-10 on the awareness scale index.

There were forty-four teachers who had not had any courses in the mental health area and twenty-three who had had one course six or more years ago. Only ten teachers had had all five courses within five years.

There is a slight inconsistency, but on the whole there is a steady increase in means, showing that, as a whole, there is a higher rating and acceptance of guidance if there have been more courses taken in the mental health
Table XIV shows the means as they are ranged according to the increase in the awareness scale index. The means tend to increase proportionately with the increase in awareness scale index steps except the means of the indices three, five, and ten.

The implications derived from this research are that there exists a trend of opinions that is guidance-acceptant. Elementary guidance in the areas surveyed is still at too early a stage of implementation to be evaluated realistically, yet there does remain the positive neutrality rather than the negative rejection. This is because the concept of elementary guidance is one that is acceptant to idealistic goals of improving the future. Attitudes that were of any significance were on the positive side of acceptance, in favor of elementary guidance.

Attitudes were definitely favorable toward the use of supportive service personnel, and as the role of the elementary counselor becomes identified with the development of the child and serving to meet the child's needs, it will also be a highly accepted resource specialist role.
## TABLE XIV

**SUM OF RATINGS ON GUIDANCE AND MEANS OF AWARENESS SCALE LEVELS OF SAMPLING OF COURSES TAKEN**

<table>
<thead>
<tr>
<th>Awareness Scale Index</th>
<th>No. of Teachers</th>
<th>Sum of Guidance Ratings</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>44</td>
<td>136</td>
<td>3.09</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>72</td>
<td>3.13</td>
</tr>
<tr>
<td>2</td>
<td>57</td>
<td>199</td>
<td>3.49</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>125</td>
<td>3.38</td>
</tr>
<tr>
<td>4</td>
<td>57</td>
<td>214</td>
<td>3.75</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>95</td>
<td>3.52</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
<td>106</td>
<td>3.66</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>44</td>
<td>4.00</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>64</td>
<td>4.27</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>39</td>
<td>3.90</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS

Through education a child's potential can be nurtured and increased if there is proper motivation and learning. Within our educational system there are many supportive services to enrich the many facets of educational experiences that influence the child's whole development. Along with the influences of the community and family environment, there are also those of the teacher and her type of personality, the curriculum, and educational methods. The development of acceptant attitudes toward the elementary counselor will be an added dimension to the child's educational and emotional experiences within the school environment.

The conclusions of the summary of the survey of teachers' attitudes toward elementary school guidance are of significant scope, for attitudes are the basis upon which to found the pyramid of workable approaches. The conclusions derived from the survey are given below:

1. The guidance counselor was favored more strongly in schools where other supportive services were already available than where no such services were available. The services of a librarian, a nurse, and a remedial reading teacher received preference over that of guidance counselor,
whether supportive services were or were not available. Many supportive services other than guidance counselor were preferred in schools where there were not as many supportive services available, but with the guidance counselor having a higher rate of acceptance in schools already enriched by much supportive personnel.

2. Teachers in schools drawing from the average income areas showed higher acceptance toward guidance than those in schools drawing from the low income areas, and least acceptance was shown from those of the high income areas.

3. Teachers from schools of large enrollment had a more positive attitude in accepting guidance than did teachers from small schools.

4. By frequency count, the guidance counselor was by far the most popular choice as the one specialist a teacher would most like to have in the school program, with the next choice being that of the remedial reading teacher.

5. There were no significant differences between grade levels in teachers' attitudes toward guidance except a very slightly more positive attitude toward guidance at the sixth grade level.

6. Out of thirty selected guidance functions, teachers selected fourteen guidance functions as being those that a teacher should be able to do, twelve guidance functions with which a teacher needs the help of a specialist, and
six guidance functions that should be done only by a specialist.

7. There were no significant differences of teachers' attitudes toward guidance as determined by years of experience.

8. There were highly significant differences of teachers' attitudes toward guidance determined by the extent of college education, and the higher the educational attainment, the higher the acceptance of guidance.

9. Teachers who had had more courses in the mental health area accepted guidance more positively than those not having had as many courses in this area.
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E. ESSAYS AND ARTICLES IN COLLECTIONS


G. UNPUBLISHED MATERIALS

APPENDIX A

2820 Westchester Road
Richmond, Va., 23225

Dear

I have been a teacher and at present am a graduate student at the University of Richmond.

I am soliciting your help through this questionnaire as part of a research program to evaluate the teachers' attitudes towards supportive services in the elementary school.

Your own name and the name of your school need not be specifically stated. Only a few minutes of your time will be required to cooperate in this survey, with the realization that this is a professional service you are being asked to render. A self-addressed envelope is enclosed for your convenience in returning this questionnaire and I shall greatly appreciate your returning it within three days.

Thank you for your professional cooperation. I hope that the results of this study will give more support to needed services in the elementary school.

Sincerely yours,

[Signature]
Mrs. John L.
I. School division (check one):
Henrico
Chesterfield
Richmond

II. Type of school (check one):
Public
Private

IV. Size of school:
Estimate enrollment in grades one through six.

V. Grade level you teach

VI. Below are listed some of the specialists frequently utilized in an educational system. Please indicate by checking the appropriate column your opinion regarding the need for each.

A. FULL-TIME Member of My School Staff:
1. Librarian
2. Nurse
3. Visiting Teacher (School social worker)
4. Remedial reading teacher
5. Guidance counselor (Child-development specialist)
6. Psychologist

B. PART-TIME Referral Resource (available on call):
1. Music Consultant
2. Art Consultant
3. Speech Correctionist
4. Language Arts Consultant
5. Physical Education Consultant
6. Psychologist
7. School Physician
8. Visiting teacher (School social worker)

VII. In both parts, A and B in VI above, underline those specialists who are available to your school.

VIII. Among specialists not underlined above, place an asterisk (*) beside the one which you would most like to have in your school program.

IX. On the next page, after each activity listed, check the column or columns you feel would best express your attitude.
Check 1, 2, or all 3 columns to express your attitude:

<table>
<thead>
<tr>
<th>A. Administering Standardized Tests:</th>
<th>teacher should be able to do this:</th>
<th>teacher needs help of specialist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group pencil and paper intelligence tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Reading achievement tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. Language achievement tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. Arithmetic achievement tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. Aptitude tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6. Paper and pencil personality tests</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

| B. Interpreting Standardized Tests to Parents | teacher should be able to do this: | teacher needs help of specialist: |
| C. Interpreting Standardized Tests to Children | [ ] | [ ] |
| D. Organizing Activities Pertinent to Individual Child Needs: | teacher should be able to do this: | teacher needs help of specialist: |
| 1. Emotionally disturbed | [ ] | [ ] |
| 2. Mentally retarded | [ ] | [ ] |
| 3. Slow learners | [ ] | [ ] |
| 4. Mentally handicapped | [ ] | [ ] |
| 5. Brain-injured | [ ] | [ ] |

| E. Parent Education Groups | teacher should be able to do this: | teacher needs help of specialist: |
| F. Individual Child Counseling | [ ] | [ ] |
| G. Group Counseling | [ ] | [ ] |
| H. Play Therapy | [ ] | [ ] |
| I. Vocational Orientation to the World of Work | [ ] | [ ] |
| J. Referral to Social and Health Agencies in the Community | [ ] | [ ] |
| K. Administering & Interpreting Sociometric Devices Scattergrams to Determine Underachievement | [ ] | [ ] |
| L. Orientation of New Pupils and Parents on: | [ ] | [ ] |
| 1. The elementary school curriculum | [ ] | [ ] |
| 2. The junior high school curriculum | [ ] | [ ] |
| M. Group Guidance: | teacher should be able to do this: | teacher needs help of specialist: |
| 1. Dress | [ ] | [ ] |
| 2. Manners | [ ] | [ ] |
| 3. Controlling your emotions | [ ] | [ ] |
| 4. Understanding your personality | [ ] | [ ] |
| 5. Understanding sex | [ ] | [ ] |

| O. Summarizing Statistics of Test Data and Other Characteristics of Pupils in my Class | teacher should be able to do this: | teacher needs help of specialist: |
| P. Counseling Parents | [ ] | [ ] |
| Q. Screening an Entire Class for Discovery of Weaknesses and Talents | [ ] | [ ] |

**X. Check to indicate your educational level:**

<table>
<thead>
<tr>
<th>Some college</th>
<th>Bachelor's degree</th>
<th>Some graduate training</th>
<th>Master's degree or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**XI. Including the current session, what is the total number of years you have in full-time teaching?**

<table>
<thead>
<tr>
<th>More than 6 yrs.</th>
<th>Have Not Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**XII. Sampling of courses taken:**

<table>
<thead>
<tr>
<th>Within 5 yrs.</th>
<th>More than 6 yrs.</th>
<th>Have Not Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**XIII. Place any comments you may wish to make on the reverse of this page.**
APPENDIX C

VERBATIM REMARKS OF SURVEY-RESPONDENTS

1. After rechecking, it appears that I might think the teacher isn't supposed to do much, but so much of this seems to be concerning older children. I do think testing should be done by trained personnel and that children with definite handicaps should be discovered early and placed in a situation where they can be helped. So many of the things checked in column three, I have done and am capable of doing but I don't think a teacher of children should be expected to do.

2. I hope for activities A-Q that the question of the teacher's time has been taken into consideration. In that she might be capable but does she have the necessary time during a teaching day to perform these duties.

3. Fewer consultants; lessen the teacher's load; more time to "teach" in the lower grades with emphasis on building a strong foundation and good character--would make teaching a bit more pleasant to the teacher.

Too many after school meetings, study groups, etc. allows little time for correcting papers, locating weaknesses, and improving plans that could improve the quality of education--so much talked about.
Frustrated teachers are more harmful than frustrated pupils—and the fault lies in the teachers being much too much overtaxed.

4. On part IX--The one checked "teacher needs help...", I do not feel this is always necessary. Sometimes one can gain necessary information or advice from reading if material is available. In some cases, however, I have had times when I would have liked to have had a specialist, to consult with.

5. Many of the things I have checked as needing to be done by a specialist could probably be done by the classroom teacher, but the more extra things demanded of her reduce the time she has to spend in actually teaching the subject matter, preparing her work, and bettering her education.

6. I never get a rest break (elementary). I would like to see a P. Ed. teacher in every elem. school to teach P. Ed. (not counsel). In this manner each teacher could get a break (and no extra classrooms would be needed). Children would benefit from having a trained P. Ed. teacher also.

7. A trained teacher (in psychology) can do many routine testings and some group counseling, but unless she has had special, intensive study to make her a specialist, she had better know what she can't do!

8. I feel we need counseling on an elementary level and
much more assistance from psychologists. In my opinion this is an area which is seriously neglected.

9. There are not enough specialists trained in the field of child guidance in the city school system. Specialists of this type could be of great use in a school such as mine. As also, more parent counseling would be helpful.

Teachers are often burdened with too much clerical work to devote sufficient time to the "personality" aspect of the children; there is barely sufficient time to cover all the subject matter.

10. I have never given a standardized test.

11. There are items in column 2 which could be done by the teacher with special help from a specialist, but which would be done better if done only by a specialist.

12. If school overload could be lessen we wouldn't need so many specialist (work for) and consultants.

13. IX. D (1, 2, 3, 4, 5) Early in the primary grades if a child displays emotional or mental irregularities, he should be removed from the regular classroom until he can control himself. When two or three disturbed children are permitted to remain in a regular classroom, they upset the entire group. XIII. An elementary teacher needs 20 or even 30 minutes for lunch by herself.

14. Because I teach Junior Primary Grades, I have had no
experience with standardized tests and the like.

15. I believe teachers should have as much background in psychology and counseling as schedules allow.

If that isn't possible, there are many of these areas a teacher can be skilled in by specialists and some areas experiences teach.

In cases where none of these opportunities are available to teachers, I would recommend the assistance of specialists.

As a final note, I also feel there are many areas a teacher should not be responsible for. Teachers are very busy people without managing jobs others can do. Teaching is a full time job--24 hours a day.

16. Under D I believe if the teacher has available personnel to help her she can do most all tasks herself. Seems we all need to better understand these children and once I understood more fully the assets and liabilities of these children I could set up a teaching program without continual help of a specialist.

17. I am afraid that I do not understand the terminology of some of this.

18. Too much "consulting" adds to the teacher's problems. We really need teaching consultants, i.e. folks who demonstrate rather than suggest.
19. Thank you so much for the opportunity to express my opinion in your survey. I strongly believe that this type of questioning is necessary before a school system can advance. These specialists seem like an ideal dream, but I hope that these ideas will someday become a reality.

20. In relation to questions A through Q it is well believed that teachers should be qualified to do all of these tasks. However, there are times when a specialist should come in and assist her. The individual teacher doesn't have time to do all of the necessary things including the paper work for each child so it is quite necessary to have help. This is my personal feeling about the matter.

21. I am keenly interested in guidance counseling in the elementary grades. In my opinion, many problems can be recognized and resolved (or helped) in the beginning years if there is a specialist to aid the classroom teacher.
VITA

Patricia Bakos Coukos, the oldest child of Mary Karnis and Angelo Bakos, was born on July 3, 1921, at Weirton, West Virginia. She was graduated from Weir High School, Weirton, West Virginia, in June, 1938. In September, 1938, she entered West Liberty State College, West Liberty, West Virginia, where she majored in education and received a B. A. degree in June, 1943.

She taught in Weirton, West Virginia, 1940 to 1945; was supervisor of art in 1942; taught in Richmond, Virginia, 1956 to 1964. She began her graduate program at the University of Richmond in the summer of 1964. She is a member of the American Association of University Women and Alpha Delta Kappa, honorary teachers' sorority.

On February 6, 1944, she was married to John Louis Coukos, in the Office of Strategic Services until discharge in 1945. He is the owner of five dry cleaning plants and two laundromats in the Richmond area. Their son, Luke John Coukos, will be graduated from the University of Richmond in August, 1966, and will enter third year Pharmacy at the Medical College of Virginia in September, 1966. Their daughter, Louise Marie Coukos, will be a freshman at The Collegiate School for Girls in September, 1966.

The writer and her family are members of the Sts. Constantine and Helen Greek Orthodox Church.