THE ROLE OF THE TEACHER IN THE ADMINISTRATION
OF AN ADEQUATE GUIDANCE PROGRAM IN
THE ELEMENTARY SCHOOL

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CHAPTER I

INTRODUCTION

Under a modern philosophy, common to all workers in the elementary school, the goal of the teacher is the promotion of the growth of desirable personal and social qualities in all children for living in the democratic society in which they now live and in which they will continue to live. The teacher is in the most strategic position to influence children in the acquisition of these qualities by setting up with the children the right kind of environment for the growth and the realization of the potentialities of all children in the classroom.

Statement of Problem

The problem of this study is to determine the part the elementary teacher should and could have in the administration of an adequate guidance program. An effort was made to present the needs for guidance in the elementary school and that these needs can be met largely by classroom teachers trained in the field of guidance. A phase of this research dealt with the teacher's duties in the classroom and in student activities.

Purpose of Study

In this particular study much emphasis was placed on the
various technics of guidance as some of the best solutions to
the purpose of this research in determining the role of the
elementary teacher as well as how the teacher may acquire these
abilities in order to do a better job of teaching boys and girls.

Procedure and Sources of Data

Representative samplings of books and magazine articles
written by authorities in the field of education and guidance
were consulted for data on the needs and duties of the element-
tary teacher in an adequate guidance program, the technics of
guidance in such a program, and how the classroom teacher may
improve in the administration of these technics. These phases
of study were organized and compared with the idea of present-
ing the best possible role of the classroom teacher in render-
ing the most valuable service to the pupils of the elementary
school.

Plan of Organization

Chapter I has set forth an introduction to the study, in
the form of the presentation of the problem, the procedure and
sources of data, the purpose, plan of study, the limitations,
and treatment of data. In Chapter II is set forth a brief dis-
cussion of the needs for a guidance program in the elementary
school dealing with various interpretations of guidance, the
multiple opportunities for teachers in guiding the children in
their classrooms, and some modern trends in the field of guid-
ance and personnel work. Chapter III consists of a discussion
of the duties of the elementary teacher in the field of guidance and personnel work. These are discussed under two main headings: guidance in the classroom and guidance in student activities. Chapter IV gives the various techniques of guidance which a teacher may use in gaining a better understanding of children. The use of anecdotal records, behavior diary records, psychological tests, interviewing, and developmental records will be considered in the light of aids to the teacher in helping children to grow in those desirable qualities which are so necessary for living in our complex democratic society. Chapter V will point out conclusions reached by this study and list recommendations that were suggested by the writer of this research in the light of the data obtained.

Limitations

This investigation was limited to a thorough survey of representative samplings from outstanding persons in the field of guidance found in books, periodicals, and educational bulletins published within the last ten years.

Treatment of Data

An attempt was made after gathering the data from the given sources and within the above stated limitations to set up certain criteria or principles characteristic of a guidance-minded teacher. Using these data, further efforts were made
to show how a teacher may acquire these qualities largely through the use of various technics of guidance, and how all teaching may be improved by better guidance practices.
CHAPTER II

THE NEEDS FOR GUIDANCE IN THE

ELEMENTARY SCHOOL

What Is Guidance in the School Program?

What is most commonly thought of as guidance in the school program? At first it may seem a very simple and easy question to answer. After contacts with the ideas of teachers, administrators, supervisors, graduate students, and specialists in the various phases of education, there appears to be confusion and differences of opinion.

According to Ethel Kawin two general views on guidance have been formulated. There are those who would make guidance synonymous with education, with the opinion that all guidance is education and all education is guidance. Taking the opposite viewpoint are those who feel that guidance is a very specialized aspect of education to be carried on only by highly trained specialists who deal with the personal needs and adjustments of individual boys and girls when there are guidance problems to be solved.

Kawin also says that it is possible to hold a third viewpoint.

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1Ethel Kawin, "What is Guidance in the School Program?" Educational Leadership, V (May, 1948), 483
which harmonizes these two positions and seems to meet the realities of school programs better than either one of the more extreme views. Educators who hold this last position believe that education can be good only when it is permeated with a guidance viewpoint, and still they do not consider education and guidance identical.

They recognize that key persons in the guidance program of the elementary school are classroom teachers and that guidance specialists are resource persons available to teachers and parents to aid them in the guidance of boys and girls. 2

. . . that guidance may be broadly defined as any planned experience or contact with individuals for the purpose of helping them to develop in certain directions. Under this definition the specific function of the guidance program of a school is the satisfactory mutual adjustment of the school and the individual child. While specialists have important contributions to make to this process, its success rests ultimately upon the shoulders of each individual classroom teacher. 3

Opportunities for Personnel Work

Children seldom make the best of themselves without the combined guidance of parents, teachers, and other members of society. Innumerable examples might be given in which teachers have played a leading part in influencing students' lives. Many times they have made the difference between happiness and unhappiness, between good citizenship and delinquency, and between a gain and a loss to society. The elementary teacher has a wonderful opportunity here to direct wisely the children.

2Ibid., p. 484. 3Ibid., p. 484.
Sometimes teachers have to work to offset the destructive effects of the social environment. It is very important that a teacher realize that he or she is dealing with a delinquent school and a delinquent society rather than with delinquent children. The potentialities for good in boys and girls should be recognized. Children should be led to want good wholesome activities and should have a part in selecting and conducting them under proper guidance. A teacher should not make the mistake of doing too much of the program, but should work through key teachers and natural leaders among pupils and parents. By the continuity of a teacher's guidance the pupil may be steered to personal happiness and social usefulness.

Students need and desire guidance-minded teachers. They want teachers who are friendly and understanding and who know their students and give more attention to them as individuals than most teachers do. Ruth Strang says,

Case studies usually reveal a need for affection, most of all from parents, secondarily from teachers. Closely related to the security that comes from being loved is the self-confidence that grows out of having work that one can do successfully. Self-confidence is reinforced by persons who encourage young people to take suitable responsibilities, they satisfy another vital need, namely, that of being accepted as useful members of their family, school, and neighborhood. Underlying these emotional conditions is the need for a foundation of sound health or, in the case of the handicapped, an acceptance of limitations imposed by irremedial physical impairments.4

4Ruth Strang, The Role of the Teacher in Personnel Work, p. 22.
Further need for guidance-minded teachers is brought about by the increase in the number of children attending the elementary schools, the much wider functions and responsibilities of the school, and the manifestations of greater dissimilarity of intellectual, emotional and physical traits of the pupils. The classroom teachers indeed meet a very challenging situation which calls for an abundance of knowledge, patience, and understanding.

The need for guidance is particularly acute today because of:

a. Increased complexity of our social organization.
b. Rapidity of change in our social organization.
c. The changing character of sanctions as determined by:
   (1) The home.
   (2) The community.
   (3) The church.
d. The industrial situation.
e. The economic situation.
f. The demands of life in a modern democracy.5

Surveys and case studies show that the reading ability below grade level indicates the need for special guidance in instruction and practice in reading in each subject with remedial work for some students. Also the prevalence of uncorrected physical defects and health problems that is below par indicates the need for more thorough health examinations, health guidance and instruction.

According to Otto a high percentage of children who complete the elementary school enter high school, but a higher percent who

5 Philip W. L. Cox and John Carr Duff, Guidance by the Classroom Teacher, p. 14.
enter high school complete the program. This indicates a need for guidance on the part of elementary teachers to create situations in school environment which will cause more if not all pupils to want to finish the grade school.

Modern Trends in Personnel Work

Under a modern philosophy, common to both the classroom teacher and the guidance specialist, similarities rather than differences stand out as important. Both are seeking to promote the growth of desirable personal and social qualities in all children.

There is a very marked contrast in the traditional and modern school program in the field of guidance. The guidance specialist believes it is important to adapt the curriculum to the pupil and also emphasizes the value of careful study of individual aptitudes and interests. While the teacher in the traditional school program, organized on a subject matter basis, is concerned with the attainment of skills and subject matter. Her program is fixed and the child must learn on schedule time or receive a non-promotion. The guidance worker encourages students to make their own decisions while the teacher directs and assigns. The specialist attempts to discover the causes of misconduct, whereas the teacher punishes. The guidance specialist works cooperatively

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with the parents: the teacher sends a report card with marks indicating whether the child has attained subject matter standards and adhered to certain rules and regulations.

In the more progressive school where the modern philosophy of growth influences classroom practice, it would be impossible to find these marked contrasts. In such a situation the teacher studies the nature, needs, and interests of children. The program is adjusted to the individual interests and abilities. The children participate in setting up their goals and the methods of reaching them. The understanding teacher seeks to find the causes of any unusual behavior. In fact, the quality of all personal relationships in the modern classroom is considered of importance. The teacher works closely with parents and invites and encourages their participation in planning the activities of the school.

Eloise B. Carson states, "In the modern school, the teacher and the guidance worker have the same goal, the same philosophy—helping all the children become well-adjusted, well-rounded, mature adults, capable of meeting the problems of living in a democratic society." Both are concerned with human relationships and therefore understand the child, how he grows and how he changes. They both should have a sound realistic view of our democratic society in which the child is living at present and in which he will continue to live in the future.

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Although there is still a confusing discrepancy between theory and practice, Ruth Strang gives the following trends in guidance and personnel work:

1. The trend toward increasing responsibility for guidance on the part of teachers
2. The trend toward the guidance of the individual as a whole in all his many-sided aspects
3. The trend toward developmental or preventive guidance, which makes remedial work less necessary
4. The trend toward self-guidance: faith in the individual's own capacity to solve his problems by means of the resources within himself and the community
5. The emphasis in vocational guidance on flexibility and adaptability of vocational choice in this rapidly changing economic world.
6. Increased consideration of social responsibility as well as personal success in making life plans.
7. The trend toward viewing personnel work in its full educational, social and economic setting and recognizing that conditions in the school and society make effective guidance possible or impossible.\footnote{Strang, op. cit., p. 32.}

The above trends imply certain principles of guidance. The first is respect for and acceptance of the individual as he is with his present capacities, interests, experiences, and faults. The next principle is growth. The guidance worker keeps his attention on what the pupil may become. The last principle is that of self-direction, which recognizes the resources within the child to help himself. Teachers and administrators are constantly faced with the duty of making the best use of the human resources and potentialities of their students.
CHAPTER III

THE TEACHER'S DUTIES

As the principal aim of education is to live more effectively and therefore more happily in our democracy, the teacher has a key role to play in developing desirable qualities in children. The multiple duties of the elementary teacher both in the classroom and in various student activities of play or group recreation present challenging complex problems which command understanding on the part of the guidance-minded teacher.

Guidance in the Classroom

The classroom teacher guides as she teaches, and unless she knows where the student is she cannot guide him along any path of learning. By really knowing each student the teacher can better meet the needs of all through personal contacts as well as in group discussions, committee work, plans for independent study, individual instruction, and casual, constructive, personal comments.

For a better use of instruction as a means of guidance, the teacher should

(1) know the abilities and backgrounds of his students,
(2) understand as much as possible about why persons behave as they do, (3) be sensitive to the responses of individuals during the class period, (4) be alert and ingenious in making the interactions within the group serve individual needs and contribute to group goals or purposes.  

Much effort and time should be spent in observing and studying each child in the classroom. Through this study of the child we gain knowledge, and knowledge leads to understanding. A teacher thought that a little girl was lazy until it was learned that her mother worked late hours in a cafe and sent her daughter to a picture show every night. The child often stayed to see the picture the second time and was too tired and sleepy the next day at school to learn. A little boy could not or would not do the work the children of his age group were doing. After the teacher gave him an intelligence test he was found to be above 150 on this particular test, the highest in the class. These are only two examples of the many things a teacher can learn about the children in her classroom and as a result of such information gain understanding.

In every class period a teacher has the opportunity to know the students better. Their questions, answers, and contribution to the class, as well as written work and other kinds of creative work, give a fairly accurate picture of their special skills, knowledge, or deficiencies. Through observation of group work the teacher learns how they get along

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1Ruth Strang, The Role of the Teacher in Personnel Work, p. 113.
with one another. Their relationship with adults is shown to some extent by their approach to the teacher. Their reaction to failure, criticism, and difficulty give significant evidence of their stage of growth and development.

What are some of the characteristics of teachers who know and understand children? In *Helping Teachers Understand Children*, which is a report of a study made by the staff of the division on child development of the Commission on Teacher Education, are given six characteristics as follows:

... (1) they think of children’s behavior as caused by a series of factors that can be identified, and they therefore believe that boys and girls are understandable and educable; (2) they are able to accept every child emotionally and to respect and value him as a human being; (3) they recognize that every child is unique and therefore they constantly seek information about each of their pupils that will enable them to know the factors that are influencing their development and behavior; (4) they know the common developmental tasks that all children face during the several phases of their growth and what complications often arise as individuals with varying characteristics and backgrounds work at these tasks; (5) they know the more important generalizations that describe and explain human growth, development, motivation, learning, and behavior; and (6) they are well accustomed to methods of gathering the scientific principles to which this information points as explaining the particular individual’s maturity level and overt actions, and of using these explanatory principles—together with the pertinent data—as the basis for helping the youngster meet his problems of growing up.\(^2\)

Teachers can know their students better if they understand the cause of behavior. Whether behavior is good or bad it grows out of the individual’s past experiences, present circumstances, and hopes for the future. It is learned. The type of behavior shows one kind of development resulting from the interaction

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between the person and the experiences in his environment.

The teacher should not quickly reach the decision that all behavior is symptomatic. Reaction should not be mistaken for action or the natural course of growth for maladjustment. The guidance-minded teacher should remember that the seriousness of a behavior disorder should be measured by how much it affects the child and will handicap him now and later and not by how much it upsets the teacher or the school routine.

The importance of dealing with the conditions that cause the observed behavior is very necessary. Two pupils failing in the same subject may need altogether different treatment. One may not have acquired sufficient skill in required subject matter attainment and need remedial work while the other may need to gain recognition in doing something better than anyone in his group.

A teacher is not expected to know and understand all the hidden springs of each student's conduct, but can do more effective guidance if some of the interpretations of behavior of experts in mental hygiene are understood.

The first concept of behavior is that human development is a gradual unfolding from egocentricity to social concern. This blossoming forth from the self-centered infant, through mother complex stage of the primary pupil, through groups and gangs stages of the intermediate grades, and through adolescent interest

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3Strang, op. cit., p. 115.
in opposite sex is an aid in guiding the elementary child. At no stage, however, do the earlier interests entirely disappear; a certain amount of egocentricity, of affection for parents, and of affection for members of the same sex remain throughout an individual's life. When the child starts to school and a retarded development is observed, it is important for teachers to recognize this pattern for expanding growth through expanding relationships, so that they can help pupils to move forward toward their fullest development as social beings.

A second concept of behavior deals with the feelings of inferiority and their disguised manifestations. A deepseated feeling of inadequacy may manifest itself in a pretended superiority. A small boy may turn to fighting. The teacher should be able to recognize this and provide opportunities for the student to gain a sense of personal worth by contributing to the group. Then his need to show off and attract attention in undesirable ways will be lessened. The attitude of respect of other people will cause the child to want to live up to what others think of him.

A third idea helpful in interpreting behavior is the basic need for affection. This need is met in infancy by the warm physical contact with the mother or nurse. As the child grows older the physical comforts given by parents are not enough. A child needs and desires time with parents that is his alone and

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4Ibid., p. 117.  
5Ibid., pp. 117-118.
the assurance that he is loved for himself and not for what he can do or be. The understanding teacher is sensitive to these needs in children and tries to gain insight to the individual needs of the pupils.

The fourth and last major concept to be considered here is the idea of conflict. There might be a conflict between a child's more acceptable self and his less acceptable self. These conflicts use up energy which should be guided into more useful channels. There might be environmental factors that threaten to prevent the individual's best development. The goal of guidance, however, is not necessarily freedom from all conflicts. From the child's viewpoint, it is increased ability to deal with conflicts; from the guidance teacher's point of view, it is assistance to the student in acquiring this ability, and prevention of conflicts that might become overwhelming.

The teacher not only needs to know the child and understand the why of behavior, but in order to gain this knowledge should learn to see and describe behavior as it really is. The deep-rooted habits often keep teachers from reaching this goal of understanding children. The habit of interpretation of child behavior by its effects on the attainment of the teacher's purposes for the child or group hinders understanding as well as the habit of letting the teacher's personal prejudices and cultural values interfere.

\[6\text{Ibid.}, \text{p. 119},\]
These habits must be replaced by new ones which will aid rather than hinder in seeing what the child really does. The teacher should learn to think of behavior as giving clues to understanding and must form the habit of observing exactly what the child does and says. Then the interpretation of the behavior should be formulated in the light of facts about the child with the aid of scientific principles. These should be used to help the child face his problem and accomplish the necessary learning.

Many times teachers give more attention to that behavior which interferes with the school program than they do to looking for the good behavior which promotes desirable growth and development. They would probably learn a great deal and make more progress in guiding boys and girls if they would look for the good in their students and seek the causes of admirable conduct. Why is this child so cooperative as well as responsible? Why did this one improve so much? By analyzing the situations which cause desirable changes, the teacher could more often successfully guide other children. Desirable traits of character and personality thrive when they receive attention and recognition. This habit of stressing the positive instead of the negative phase of child behavior is very essential to the teacher of elementary school children.

The teacher who knows his students and intelligently tries to understand their behavior has the opportunity to guide them
wisely. A great deal of this guidance naturally takes place in the classroom as an unpretentious part of teaching as well as a vital and necessary part.

According to Ruth Strang the teacher's opportunities for guidance while teaching may be grouped under seven kinds of action. The first is to "supply the kind of personal relationship that each student especially needs." One child may need affection; another, firmness; and still another, the feeling of belonging. The teacher who works most effectively with individuals does it unostentatiously. The child is not conscious of being guided. The pupil should feel that he has solved the difficulty himself. Then we could define guidance as "a subtle process of helping the individual help himself."  

The second kind of action on the part of the teacher is to "meet an individual's need for encouragement, social experiences, self-confidence or reinforcement of his own self-appraisal by casual comments during the class period."

A teacher who is sensitive to the individual differences in the classroom can really cause students to blossom forth as belongingness, self-confidence, and worthwhileness are established by the right remark at the most opportune moment. Such comments as "I like the way Mary told her story," and "Jim made a good suggestion. Let's try it," may cause timid Mary to gain more

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6Ibid., p. 123. 7Ibid., p. 124. 8Ibid., p. 124.
confidence and Jim to realize a sense of importance in his group. The teacher should be alert to see the need and to provide the right kinds of experiences for a child. It is a clever teacher who can use the child's keenest interest as a bridge to habits of responsibility and a sense of worth.

The next kind of action suggested is to "individualize standards, assignments, and methods of instruction."9 In small classes this can be done very effectively. Each child is different and therefore what is expected of him should vary with these differences. The most helpful comments on individual work are definite, positive and appealing.

The fourth kind of action given is to "help the student to make a better response to a situation than he could have made unaided."10 This is a very helpful aid to the pupil in meeting similar situations in the future. The teacher should give just enough help so that the student can handle the situation himself.

"Share with students educational goals and purposes" is the fifth action guide for teachers who seek to understand and aid children.11 If the students help to formulate the goals and purposes, they will have a better understanding of what they are trying to accomplish and learning will be more effective.

Another action guide is to "discuss real problems that are of immediate concern to the students, even though they are not

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9Ibid., p. 127.  
10Ibid., p. 128.  
11Ibid., p. 128.
related to the subject scheduled." Teachers should take class time for the discussion of personal and school problems because of the fact that learning is often retarded as a result of conflicts in school and personal life. Many times students in the group with a similar problem will be helped who otherwise would not have sought advice.

The last kind of action given is to "recognize needs that require further study outside the class." Often it is impossible for a teacher to take time in class to talk and guide the individual child whose need has been recognized. Time for further guidance should be arranged at a free period convenient for both child and teacher. Only on the basis of accurate information can the teacher gain understanding and thus be able to meet the individual needs through the complex interaction of the classroom.

Guidance in Student Activities

An elementary teacher has multiple duties dealing with children outside the classroom and through which information and understanding may be gained even more enlightening than that within the classroom. In the various phases of group work, such as clubs, committees, councils, and playground groupings, the alert teacher needs to make these experiences that help children to grow up intellectually, socially, and emotionally. Group

12 Ibid., p. 129.  
13 Ibid., p. 129.
work of any type should be an experience in living together in which desirable changes take place in the individual members and progress is made toward achieving the worthy, purposeful goals of the group.

In order for the teacher to be able to guide effectively the various student activity groups, their nature and values should be understood and kept clearly in mind. The nature of the family, the first group of which a child finds himself a member, and his status as a member of that family is of vital concern in the understanding of children. Everything that has happened to a child plays a part in the formation of his interests, attitudes and actions. Each child comes to school for the first time with a highly individual personality very complexly organized out of his own unique experiences. He has come to consider himself and his world in his own special way and has worked out his own solutions for meeting and dealing with his world.

To a large degree the child's family has molded these unique personalities, and these forces that have functioned for him in the past will affect his behavior in the classroom and all activities in which he has a part. Most teachers are aware of the importance of the family in a child's life but the knowledge of how the influence operates is rather uncertain. Torgerson says, "when she becomes aware of circumstances in the home which interfere with the child's emotional development, she will strive to
provide a school environment which will correct the deficiencies of the home."\textsuperscript{14} It is a challenging and pleasant task to a teacher who loves children to find special duties for the pupils who have not learned cooperation at home and to plan experiences with the timid shy, unsocial children which will cause growth of confidence and a feeling of belonging and of successful participation.

One of the best ways for the teacher to secure information on the child's home environment is to visit in the home and talk with the parents. The best time for such visits is at the beginning of the school year. Then the teacher has the opportunity to establish mutual confidence so often lacking when such contacts with parents are delayed until something goes wrong in the school.\textsuperscript{15} The aspects of home life which affect the normal development of the child and which are basic areas for study are (1) parental relationships, (2) child training, (3) parent-child relationships, (4) child-to-child relationships, and (5) socioeconomic status.\textsuperscript{16}

Wholesome and congenial parental relationships characterize the home in which harmony is the keynote and exerts a stable influence on the child which promotes happiness and normal adjustment. Broken homes, caused by divorce, desertion, death of one

\textsuperscript{14} Theodore L. Torgerson, \textit{Studying Children}, p. 128.

\textsuperscript{15} Bigelow, \textit{op. cit.}, p. 47.\textsuperscript{16} Torgerson, \textit{op. cit.}, p. 129.
parent or absence of both parents because of working, are roots of undesirable child training. A good wholesome home environment is provided by parents who are sympathetic, understanding, and consistent in their ideas of child training. No favoritism is shown any child. The goal of discipline is not punishment, but correction leading to self-direction. A very fundamental part of child training in the home is daily tasks and responsibilities which also give him the feeling of belongingness.

Unwholesome child-to-child relationship is caused by faulty training on the part of parents. Sometimes parents unthoughtfully make unkind comparisons of the dull and the bright child. The only child often has too much attention and protection as well as insufficient social contacts with children and as a result has difficulty in adjusting to school groups. A knowledge of these facts will greatly aid the teacher in being able to help the whole child in personality and social adjustment.

The social and economical background of the home also plays a strategic role in the development and adjustment of the child. Extremes in economic status are hindrances. Certain circumstances of housing, clothing and food are necessary for normal physical growth, security, and general well-being. All these factors within the family group have a very definite influence on a child's adjustment and growth and are pertinent factors for teachers to know in order to guide wisely and successfully.

The mere possession of information about a child's family
and developmental record are not alone indicative of the teacher's understanding a child's motivation and action. Nor will the knowledge of facts and principles about human development insure correct conclusions. Valid interpretations of a child's behavior can be formulated only after all information and explanatory principles have been studied in the light of meaningful interrelationships. Seeing relationships and recurring patterns of behavior in various activity groups such as art, music, clubs, committees, and game groups will help to solve guidance problems and prevent even more.

In order to be a good advisor of any club or group activity, cooperative planning is a vital factor to be kept in mind with a balance between planning and action. Values resulting for such planning are:

1. It helps the group to gain perspective and a sense of direction early in their series of meetings.
2. It makes the members more keenly aware of their stake in the success of the activity.
3. It encourages initiative and originality and increases interest.
4. It promotes the members' sociability and friendliness with their fellow students and with faculty members.
5. It helps the leader to meet the needs of the group more exactly and completely.\footnote{Strang, \textit{op. cit.}, p. 224.}

The teacher should be aware that group leaders may decrease their tendency to control their groups by observing the nature of certain democratic methods. Characteristic behavior
of the democratic leader is listed as:

1. He is a member of the group, aloof from it; he plans activities with the members.
2. He encourages thinking and develops initiative on the part of the members.
3. He offers opportunities for choice whenever possible.
4. He shows interest in, and consideration for, each member; knows individual needs, interests and backgrounds.
5. He expresses approval of the group as a whole more frequently than of individuals.\footnote{Ibid., p. 228.}

The above behavior principles for democratic leadership can be subtly suggested to the leader by the understanding teacher. Even a third grade child who has leadership ability will readily see the value in such democratic principles and will welcome suggestions given by an understanding teacher. The success or failure of any group activity depends a great deal upon the kind of leader. The kind of leader selected results largely from previous preparation for the activity given by an alert guidance-minded teacher.

Likewise the members of a group, if it is to be democratic, should show the following behavior tendencies:

1. They take an active part in planning and carrying out the activities.
2. They exercise initiative and originality.
3. They are interested in the activity and continue to work on it even when the leader is not present.
4. They enjoy the group experience.
5. They are friendly toward one another and toward the leader.\footnote{Ibid., p. 228.}

Being able to follow is equally as important as being a competent leader. However both require certain behavior principles.
The members of any group type situation should be guided in these patterns of democratic behavior by the understanding teacher. It is very vital to the success of the group that the members perform their individual parts in a functional capacity. Each member should be given this opportunity to realize to the fullest degree possible his potentialities for growth in the development of his personal and social abilities. This rests largely in the hands of the teacher and presents a most challenging situation to any classroom teacher.

If we wish to make our democracy more effective and workable, we as teachers need to guide children in its principles and ideals in order that they will be able to take an active part in making our government function so well that the world will realize its efficiency. The former director of citizenship in the Pittsburgh Public Schools says that "successful training for democracy in adult life calls for actual practice of it in school experiences," and that "the school should find some way to give every pupil a chance to put his talents and interests into practical experiences, to accept responsibility, and to develop capacity for leadership." 20

In order to have freedom, we must be educated for the responsibilities which it demands. The group situation under

the right kind of guidance will provide experiences in democratic behavior. Willard C. Olson says that "responsibility and self-control are positive achievements to be learned by practice with understanding adults who relax external controls as rapidly as the children assume internal controls."  

Group experiences under competent leadership should be fertile soil for the aspects of child growth and development under the four phases, namely, physical growth, mental growth and development, emotional development, and social development. The goals of the elementary school are the same as the general purposes of education and can be met in the school experiences of a child guided by the classroom teacher. Progress toward the objectives of self-realization, human relationships, and of civic responsibility help to lay the foundations for occupational efficiency and adjustment later in life. Schools are an integral part of our society, and it is the teachers' duty and responsibility to promote and advance the ideals of their students to the democratic way of life.

It is almost impossible to overestimate the importance and influence of a good teacher in the life of a child. No other element of the educative process is so necessary in the growth and development of the whole child as the services of a competent teacher.

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According to Gertrude Hildreth, the expanding role of the teacher in a modern progressive school includes the following functions:

- Participating in curriculum planning and in program making
- Preparing and collecting teaching materials
- Developing with the pupils the school experiences that will enable them to achieve their objectives
- Selecting textbooks
- Imparting subject matter
- Instructing pupils in skills
- Integrating each year's classwork with that of previous years
- Establishing and maintaining classroom morale
- Maintaining hygienic conditions in school and classroom

- Participating in school management
- Collecting information about pupils and recording evidences of child growth
- Advising parents about home guidance of children
- Coordinating activities of the class with other classes in the school and with those of special teachers
- Functioning as educational leaders in the community

Anyone who undertakes to carry out this broader conception of teaching should possess the following characteristics or qualifications formulated from various authorities in the field of education:

1. Interest in children and knowledge about them
2. Ability to work cooperatively with children
3. Knowledge of subject matter
4. Ability to impart information
5. Capacity for directing children's activities

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6. Ability to work with other staff members in the school and with parents

7. Understanding of community conditions and problems

8. Genuine love for all children

9. Belief in the importance of children

10. Ability to see the world from the child's viewpoint

11. Patience

12. Sympathy

13. Quick insight

14. Continuous growth qualities

15. Openmindedness

16. Honesty

17. Kindliness

18. Cultural qualities

19. High aspirations for children

20. Ability to see children's potentialities

21. Delightfulness in observing children's minds unfold and personalities develop

22. Well-rounded education

23. Well-integrated personality

24. Attractive personality

25. Sense of humor

26. Ability to stimulate child's thinking

27. Sensitiveness to child's ideas and suggestions

28. Attitude of helpfulness
20. 

Eagerness to learn with children.

The sincere teacher who wishes to check on whether she is providing conditions favorable for the best growth and development of the desirable personal and social qualities may ask herself the following questions:

1. Does every student in my classes have work so suited to his abilities and needs that he can succeed with reasonable effort? Do I help students to learn from their failures?

2. Is my room free from an intensely competitive atmosphere? Do I help students to get recognition for the use of their abilities?

3. Do my students feel free to express their feelings about school, thus avoiding tension and a clash of wills that might divert their energy from study?

4. Do I really like the boys and girls in my classes? Do I realize that much of the behavior that makes teaching difficult represents a student's attempt to find a way out of a difficulty?

5. Do I treat my students with as much courteous consideration as I show to my friends and professional associates?

6. Do I respect each individual's personality and have faith in the realization of his best potentialities?

7. Do I provide group experiences in which students develop a sense of responsibility for group enterprises and get satisfaction from the success of others? Do I use school and community resources to meet individuals' needs?

8. Do I stimulate students to discover and evaluate their own abilities, strengths, and weaknesses and to meet difficulty or criticism in a constructive way?

9. Do I arouse students' interest in my subject and acquaint them with its cultural and vocational values?

10. Do I cooperate with the student's teacher-counselor and other teachers, as well as with the principal and guidance specialists?

11. Do I avoid labeling a student or making a generalization about him on the basis of a single incident or limited observation?
12. Do I try to understand him rather than judge him?23

Teachers should not strive to be guidance specialists but should realize that their task is that of developmental guidance. By their understanding of the needs of their pupils and by their skill in meeting these needs through the meaningful experiences provided in their classrooms, teachers can prevent maladjustment and help every child to develop his potentialities.

CHAPTER IV

FUNCTIONAL TECHNICS OF GUIDANCE

The teacher's opportunities for knowing the whole child in order better to guide his character development, emotional control, habits of study, and the development of attitudes, ideals, and appreciations are greatly increased by the intelligent use of the various available technics of guidance. One definition of technic has been formulated as that of intelligent means and methods of getting results. An estimate of the value and development of the best potentialities of every individual child is greatly promoted by a number of methods. A teacher does not become competent in understanding children by years of teaching experience alone, but by the use of these technics thoughtfully and wisely, she will gain much from experience.

Some of the most useful technics for the elementary teacher are observing and rating, obtaining behavior diary records and anecdotal records, testing, interviewing, making case studies, and taking advantage of in-service training. The newer projective technics cannot be used by the teacher without special study and training. The teacher should become familiar with the most recent technics developed and have at least a general knowledge of their important
uses and values as well as limitations. No technic or test can be substituted for intuition, wisdom, and sympathy on the part of the teacher. These help the teacher to observe students more intelligently, to record these observations in a more permanent, useful, and meaningful form, and to check and supplement his opinions of the abilities, interests, and potentialities of individual pupils.

The teacher's interest in a pupil may influence the pupil's actions. Sometimes this extra attention given a child by observation, special tests, or by talking with him individually will give him the recognition he needs. This is true to some extent with the primary child and to a much greater degree with the intermediate child. A desirable relationship between the teacher and the pupil is established largely by the teacher and should be of a desirable, satisfying nature. Technics used wisely and intelligently could and should reduce guesswork and therefore aid in the understanding of all pupils.

In Helping Teachers Understand Children are given seven criteria of competence for teachers who desire their judgments about their pupils to have a high degree of validity, and their efforts to facilitate learning and wholesome development, and therefore more satisfactorily render their best service in the administration of an adequate guidance program.
in the elementary school. These criteria are as follows:

1. A comprehensive and integrated knowledge of the scientific generalizations that explain human development and behavior.

2. A sound definition of the conditions, interpersonal and social relationships, experiences, and activities that usually promote wholesome development and behavior on the part of children and youth in the various segments of our society.

3. A recognition of the kinds of information needed about an individual child in order to form hypotheses, with the aid of explanatory generalizations, about his developmental tasks, adjustment problems, and behavior in a given situation, and about how he can be helped.

4. Skill in getting the necessary information about individual children and about groups of children, and skill in ordering these facts in relation to one another so that they will point to the combination of generalizations or principles that will suggest hypotheses about the child's needs.

5. Skill in working out the meaningful relationships between facts about a child or a group and the relevant scientific generalizations. These relationships between principles and specific notes of the meaning of a situation for a child, of the developmental tasks and adjustment problems he faces, of the motivation that underlies his behavior in a given situation, and of the interpersonal relations that are operative in the class of which he is a part.

6. Skill and ingenuity in devising and carrying out practical plans for facilitating the development, learning, and adjustment of the children whose needs, problems, and tasks have been diagnosed. Both deductions from known principles and ingenuity in creating new materials and situations are needed in making these plans.

7. A sincere respect for every child; a clear sense of professional obligation to help every child; a vigorous interest in securing competent professional diagnosis and treatment of any suspected pathological conditions; and a strong code of professional ethics that governs all dealings with children and their parents and regulates the safeguarding and use of all information about individuals.\(^1\)

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What should teachers know and seek to find out by the various technics? In the modern school which should be a social laboratory in which the teacher promotes democratic practices, the teacher should study each child, establish teacher-pupil relationship which reflects mutual respect and understanding, and be alert to the needs of the pupils. The aspects of the environmental factors both in and out of school that facilitate learning and contribute to desirable growth and development should be promoted in every possible way. Torgerson gives five factors which prevent learning under the following classifications: (1) physical, (2) health, (3) psychological, (4) educational, and (5) environmental. These should be studied with the aid of the best technics possible in order to correct or eliminate causes of discouragement, unhappiness, failure and maladjustment.

The presence of a difficulty does not always mean that it inhibits learning and the normal development for every child because each child differs in his background, characteristics, and ability to solve problems. Poor home environment may cause one child to develop an inferiority complex while the same conditions might challenge another to overcome them. The teacher who knows these background factors will be able to detect problems in their early stages and prevent much suffering and unhappiness.

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Observation and Rating

By observing pupils both in the classroom and in more informal groups, teachers learn about their relationships with others, their interests and their reactions to failure and to success. Torgerson says that "it is obvious to the teachers that they can promote efficient teaching and effective learning only when they have a thorough understanding of the capacities, the interests, the knowledge, and the background factors of every learner."\(^3\) One of the most important techniques used in gaining this understanding is observation which according to Ruth Strang may take the following forms:

1. Unrecorded observations used in helping individual students to adjust better to the immediate situation.
2. Anecdotal records; written snapshots of typical or exceptional behavior. An anecdotal record has been defined as 'a report of a significant episode in the life of a student.'\(^3\)
3. Behavior diary record or 'anecdotal behavior journal'; observations made systematically over a period of time and recorded in chronological sequence.
4. Observation of an individual in a particular class, club, or dormitory group. This kind of record includes many samples of his behavior in relation to other members of the group and shows how this interaction takes place in the group activity.
5. Periodic summaries of trends in development based on accumulated observations and impressions and checked by all the other personnel data accumulated.
6. Rating and rating scales, which may serve either to direct or to summarize observation.
7. Combination of rating scales and description of behavior that gives support to the rating.\(^4\)

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\(^3\)Ibid., p. 16.

\(^4\)Ruth Strang, The Role of the Teacher in Personnel Work, p. 331.
To be able to detect or identify problem behavior by observation, the effective teacher must be constantly alert to behavior symptoms which are indicative of learning and adjustment difficulties. Most problems typical of boys and girls are revealed by definite behavior symptoms and may be detected by the teacher through careful observation over a period of time. The teacher should have a knowledge of the various types of behavior symptoms in order to be able to identify them properly and to apply appropriate therapy and thus fulfill the major responsibility of a conscientious teacher.

Various types of behavior inventories will provide an accurate method of recording observations and reveal problem cases. The good observer must cultivate an impersonal and tolerant attitude toward the pupils, forget personal prejudices and interferences, and record only that of actual behavior. Only one experienced and skilled in the technic of observing knows what to observe. In fact, Torgerson says that "all pupils on occasion exhibit some maladjusted symptoms, but maladjusted pupils are those who have become habituated to incorrect ways of responding and always resort to emotional or unsocial modes of behavior when difficult problems confront them."5

The situations observed and recorded should include

5 Torgerson, op. cit., p. 51.
behavior in the classroom, club meetings, assembly, playground, field trips, and in the home. The method of recording the most significant episodes is known as the anecdotal method. Anecdotal records consist of the behavior descriptions and the interpretation of these descriptions.

In order for the anecdote to be of the best service it should be a direct objective description of the event related from an impartial point of view with no inferences or teacher's predetermined opinions. Whenever interpretation is given within a record, it should be separate from the actual anecdotes. An interpretation of every event is not necessary because the series of behavior descriptions in themselves are often indicative of trends in the growth and development of the child.

It is advisable that a teacher select one or two problem cases at first. Both positive and negative events should be recorded. Teachers may profit by consultations with other teachers, case workers, or the school psychologist. A series of good behavior descriptions which reveal the pupil's manner of adjusting to others and to problem situations will be of great value to accompany interviews and objective test records.

The behavior diary records include anecdotal records written over a period of time and therefore give trends in a child's behavior. It is sometimes more revealing to
observe and include responses of other members of a group to the particular child under study. A teacher should never make an interpretation or a recommendation on the basis of a single observation. Records which describe undesirable behavior should be available only to teachers and administrators who will use them for the good of the child.

The teacher should maintain a record of each child using the anecdotal method with accurate reporting and interpretation. These should be placed in a cumulative folder which contains a summary of events, the interpretations, and the therapy applied. Such a record will be of great help for future teacher's use and study. Through writing and interpreting anecdotal behavior, teachers can develop a real interest in child study and as a result succeed in gaining a better understanding of child behavior which will render more effective teaching and learning.

Rating scales are a condensed method of recording observations and may direct the observations or summarize them. The transferring of good observation into rating scale form is aided by the following:

1. Limiting the number of characteristics to be rated. It is impossible for a teacher to rate thirty to forty students on each of twenty-five traits.
2. Describing the behavior to be rated as nearly as possible in the form in which the teacher will be likely to observe it. . . .
3. Providing space in which the teacher may make explanations or give illustrations supporting his rating.
4. Providing space in which the teacher may write supplementary paragraphs to complete his picture of the individual's behavior.
5. Allowing a long enough period for observation before the rating is made and making it clear that no rating should be made if the teacher does not have adequate basis for making it. No rating at all is much better than a superficial or inaccurate rating.
6. Giving clear directions for using the rating scale and offering instruction and practice in improving observation.
7. Arranging to have the rating scale filled out by different persons who have opportunity to observe the student under different conditions.³

Some points in the use of rating scales to be avoided by teachers are:

In using rating scales teachers must resist the temptation (1) to check any item on which they have had too little chance to observe, (2) to be over-influenced by some recent occurrence, (3) to let an unconscious dislike of an individual color their rating of him, (4) to rate generally the students who are courteous and compliant and to rate generally low those who are crude and difficult to get along with.⁷

Observation with all its limitations is a basic and important technic in guidance because it focuses attention on the child as he actually is functioning in living and furnishes information in the child's development not measured by tests or other instruments.

Psychological Tests

However, psychological tests are useful and fill a need if used wisely and discreetly. A teacher who wishes to fill in his general impression of a child with specific facts can learn more about the child's ability, achievement, personality, interests, health, and group relationships through objective-type tests.

In carrying out a program of testing it should be remembered that the child represents a wholeness of growth and "that each aspect of development, cycle, or special growth under consideration, is not only important in itself but is equally important in interpreting other aspects of development."8 The study of child growth and needs should be broad and cover his total experiences in his environment.

At the present time the most reliable and valid of these tests are intelligence and achievement. Caution should be used in the selection of both types of tests. When a test has been adopted, it, together with its multiple forms, should be used throughout the school life of the child in the grades for which it was constructed.

For general use by the teachers without adequate training, the group mental tests would be better than the individual test. For the trained person the individual test has

more advantages as it provides opportunity for general interview and reaction as well as for measuring mental age. Occasionally individual testing might be desired in special cases along with the group tests.

Among the most widely used of the group tests for the elementary school are the California Test of Mental Maturity, the Kuhlmann-Anderson Intelligence Tests, the Otis Quick Scoring Mental Ability Test, and the Pintner General Ability Tests: Verbal Series.

If a child's results on the group intelligence test do not coincide with the teacher's impression gained from daily contacts and observation, an individual test is advisable. Probably the most widely used individual test is the Revised Stanford Binet Scale which has two forms for children up to sixteen years of age. If there is indication that a child has a language handicap, he should be given a test which requires no reading or vocabulary knowledge. The most commonly used tests of this type for the elementary school child are the Grace Arthur Point Scale of Performance Tests and the Pintner-Paterson Scale of Performance Tests.

The teacher not trained in testing should get help from a guidance specialist in interpreting and using intelligence test results. Group test results are given in the form of percentile ratings which show the point on the distribution of scores at which a child stands. For example, a percentile of 75 means that 25 per cent of the scores were higher than
his and 75 per cent were lower. A knowledge of the pupil’s percentile rating in intelligence will aid the teacher in guiding the child into self-realization of his potentialities academically.

As reading is a vital factor in all school achievement, it is very important that the teacher know the pupil’s reading ability by giving a form of standardized tests. The Gates Basic Reading Tests and the Iowa Silent Reading Tests provide such information on reading difficulties. With these test results along with certain principles of teaching reading, the teacher will be able to give the needed corrective guidance.

Standardized achievement tests may be used occasionally along with the teacher’s informal tests. These tests cover a wide range of facts about a special subject which a child of a certain age and grade level should know. It should be remembered that these tests measure only certain kinds of achievements. The conventionally good student is likely to make higher scores than the more creative and imaginative student. The achievement test should reveal the child’s background in a special field and also progress made between tests. This information will aid in pupil adjustment.

Interest and aptitude tests may be given to pupils in the intermediate grades; however, such tests of these qualities are few in number. The Seashore Measures of Musical
Talent and the Meier-Seashore Art Judgment Test may be used for the measuring of aptitude in the elementary school. While a simple interest inventory or questionnaire given under favorable conditions is a quick check of surveying a child's interests. The Hildreth Personality and Interest Inventory has an elementary form and has been widely used.

Health and physical development data are also objective measures and are not only valuable for studying health and physical development but for providing data for a more complete analysis of the child. Growth curves of height and weight can be graphed and compared with curves of other aspects of development.

Perhaps the most important phase of the child's development is that of a wholesome personality. Teachers consider this field of emotional and social adjustment not only immensely important, but immensely confused. In fact, Remmers and Gage say that "the importance of feeling well, of not being continually stirred up, and of getting along well with people is second only to the importance of living itself." 9

Emotional and social adjustment generally means that certain basic drives, needs, basic motives, urges, desires, or tendencies of the whole organism have been satisfied.

9H.H. Remmers and N.L. Gage, Educational Measurement and Evaluation, p. 70.
Some of the more important motives related to an understanding of emotional and social adjustment of pupils are as follows:

1. The desire for social approval: Favorable attention, sympathy, companionship, conformity to the mores, customs, and fashions of one social group are all basic needs of pupils. Social approval is one of the most powerful forces by which personality and behavior are determined.

2. The desire for mastery: The urges to excel, to succeed, to overcome obstructions, to defeat a rival, to achieve a goal, to solve a problem, to dominate a situation, are all manifestations of this type of motive. Success and mastery along some line of endeavor are essential to the emotional well-being of everyone.

3. The desire for new experience: Exploratory patterns, curiosity, inventiveness, concern with the fresh, the strange, and the unfamiliar, all seem to be a basic need of human beings. A fixed routine in time or space can be followed for only a relatively small segment of one's lifetime before this urge toward novelty becomes irrepressible.

4. The desire for security: The feeling of being wanted, of being assured that one's presence and contribution are welcome, the need for stable affection from family and personal relationships, all constitute another important category of human motivation. The origin of this desire, in the physiological needs and the love responses of the infant, is strongly related to but not identical with the derivation of the need for social approval.

5. The desire for individuality: The need to assume adult responsibility, to take up obligations and become independent of the family's material and emotional support, to attain adult individuality and self-integration, is a motive derived largely from the needs of society. The continuously recurring truth that today's children must run the world has caused this desire for independence and responsibility to become the integral part of human make-up.10

In most situations a child's behavior is determined by a combination of motives. An appreciation of the interaction and

10 Ibid., p. 72.
interdependence of the phases of motivation is essential to their right understanding and application.

Usually teachers regard as their most serious behavior problems the children who are noisy, troublesome, and unruly instead of the quiet, submissive, and obedient. It is not always the amount of trouble a child causes a teacher that is indicative of good mental health.

It is the consensus of clinical psychologists that the withdrawing modes of behavior are more serious and dangerous than the aggressive types because they are more likely to escape detection, because they are more difficult to overcome in treatment, and because they more frequently lead to serious mental disorder.\textsuperscript{11}

Teachers should be on the alert to detect the child who carries certain virtues to excess or uses them as a means of avoiding difficulties.

Sociometric analysis gives a different viewpoint and a new perspective in aiding teachers to understand children. All teachers are aware of the fact that child societies form in their classrooms, but do not understand their structure and processes. The sociometric procedures for exploring in the social dynamics of children's groups through their choices of friends and work companions are interesting as well as vital in effective teaching.

Some of the values resulting from sociograms along with anecdotal records on the social interaction of children are:

\textsuperscript{11}Ibid., p. 75.
First, they permit the interpretation of the influence of cliques on the life and behavior of children in school situations and so make the teacher aware of forces and pressures on children that originate in the child society and are realities in every classroom. Second, the picture that such records give of the interaction between an individual child and his peers provides the means for evaluating the child's situation with regard to one of his most vital needs, that of establishing 'belonging' in groups of his peers. Records like these are on a par with physical growth charts, medical records, records of the child's early development and family relationships, and intelligence and scholastic accomplishment tests, in providing basic data that are essential for gauging the child's adjustment, emotional preoccupations, and developmental needs. Third, such records make it possible to see how various individual children influence clique formation and the goals toward which cliques strive. The motivations that are strongest in the most influential of its members give to each clique its characteristic quality and pattern in the life of the class.12

Many times the paper-and-pencil test results do not give accurate pictures of a child's personality because of the subject's desire to make a good impression, by invalid self-appraisal, and by incorrect interpretation of the directions on the items. One of the best tests of personality for the elementary school is the California Personality Test, California Test Bureau, Los Angeles, California.

In order to get the best results teachers should keep in mind the following steps of good procedure:

1. See that all supplies are at hand—test papers, manual of directions, extra pencils, and erasers if necessary. Guard against interruptions during the test period.
2. To insure the students' interest and cooperation, tell them the plan of testing and something about the test's value.
3. Maintain an atmosphere that is businesslike and stimulating but not tense.
4. Follow scrupulously the directions provided by the authors of the test.
5. Observe the individuals taking the test to note any failure to follow the directions or any lack of effort that might affect the results.
6. Check the scoring of each test to prevent errors.
7. Report scores in the form most meaningful and useful for guidance.\(^{13}\)

The interpretation and use of tests for the good of the subjects involve discretion and intelligent judgment on the part of the teacher and other school administrators. Strang gives the following summarization:

1. They should know which test was used, by whom and under what conditions it was given, and whether the subject was doing his best. An IQ on the Binet test obtained by a skilled examiner who was able to get the full cooperation of the subject, is quite different from a so-called 'IQ' obtained from a group intelligence test administered by an inexpert teacher.
2. They should know the student's background, the opportunities he has had to acquire the kinds of ability measured by the test, and whether he is 'test wise' that is, experienced in taking standardized tests.
3. They should know the test--what kinds of abilities it really measures. Study descriptions and criticisms of the test used. The 1940 Mental Measurements Yearbook by Oscar Buros (Highland Park, New Jersey, Mental Measurements Yearbook) is particularly helpful for this purpose, as are also standard books on testing.
4. They should use the test results only in connection with all other information available about the individual--never base any important decision on the results of a single test.
5. They should interpret the test results to individuals only after ascertaining their readiness for the information. The general practice is not to give written reports of IQ or even of percentile ratings. Even though a parent or student is intellectually able to comprehend such a report, he might not be emotionally ready to accept it. Consequently, he might twist the information to fit his preconceived ideas and believe only what he wants to believe. In a

\(^{13}\)Strang, op. cit., pp. 386-387.
verbal report misconceptions can be more easily corrected. 6. They should adapt the interpretation of test results to the individual's need. For example, a person whose test results are above average but who nevertheless feels discouraged and inferior, may profit by a detailed examination of his test results that will show him just where he stands with reference to others at his age and grade. On the other hand, a person whose test results are low probably needs to be told what he can do rather than what he cannot do.¹⁴

Tests have many limitations. Two of these are faulty administration and interpretation. Another comes from within the tests themselves in that they limit the type of knowledge that is adequately measured. At the present time almost no information is available on the relationship between test scores of various types and future achievements of success.

In spite of these limitations tests play a very important part in the total study of a child's potentialities. Tests decrease guesswork in guidance with the result that a child's assets and limitations become clearer and placement in desirable learning experiences can be made with more certainty. A discussion of test results in an interview often helps a child to talk more freely and may open the way to a more therapeutic type of relationship between the child and the teacher.

Interviewing

Another technic of guidance which most teachers find to be very simple, direct, and familiar as an approach to child study, and useful in supplementing observation and testing is

¹⁴Ibid., pp. 388-389.
the interview or conference. In many instances a single interview may prove to be the only assistance needed to make a satisfactory adjustment.

Interviews may have the following purposes: "to acquaint the interviewer with the subject and his problem; to produce pertinent information; to disclose developmental aspects of a problem; to permit cooperative planning between the interviewer and the pupil for a program of correction."\[15\]

The success or failure of the interview depends largely upon the teacher's continuous sensitivity to what the child is thinking and feeling. A few suggestive helps are: (1) to listen to the child, (2) to accept and try to understand the child, (3) to share responsibility, (4) to have on hand necessary information, and (5) to have faith in the child.\[16\] These principles together with experience will increase the proficiency of the teacher. Yet of all technics, the interview is most dependent upon the personality, philosophy, experience and training of the teacher.\[17\] The elementary teachers may use the interview to an advantage following observation, tests, and conferences. Its therapeutic value is often very great.

Developmental Records

The developmental record used correctly as a means of

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promoting the child's best development personally and socially
is a very effective device in the hands of competent teachers.
Some of the principles which determine the soundness of a good
record system are as follows:

1. The record is always a means to an end—that of
understanding the individual in order to help him under-
stand himself.
2. The record should show past development, present
status, and goals and purposes for the future.
3. The record should include information on major
aspects of the individual's development—physical, in-
tellectual, social, and emotional.
4. The record should be in a form useful for coun-
seling.
5. When time is limited, as it invariably is, records
should not be kept at the expense of more important values;
there should be a nice balance between the amount of
time spent on keeping records and the amount of time spent
in using the information on them.
6. The ideal record is unified. It is more than a
collection of unrelated bits of information. From it the
counselor and student can see personality patterns and
trends.
7. Provision should be made for continuity of re-
cords. If this is done, the understanding of a student
will grow as he progresses from one educational level to
another.18

The main use of pupil's developmental records is in guid-
ing the individual pupils and they should grow out of the needs
of the children and should be used to meet them. Records are
needed for obtaining trends in physical, social, intellectual,
and emotional development. They are also an aid in determi-
ing when instruction should be individualized and for parent-
teacher conferences. The case conference is most effective way
of using these records in the elementary school.

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18 Ibid., p. 414.
The developmental record has been formulated to include various types of information. This should be set up by each elementary school to meet its own need and unique situation. To meet most of the general needs, information about the child's past and present and his goals for the future should be included. A child's health record, achievement and ability, personality trends, school attendance, extraclass activities, and family history are factors which would help the teacher in guiding the child.

Many teachers do not make use of the records in their school systems. They may not have had a part in the making of the records and do not realize their value. Often the records are not easily accessible and require much time keeping as well as interpreting. Some records are very inadequate in significant information. Teachers who have learned to use records successfully have been enthusiastic about their value.

The most common ways in which teachers go wrong in interpreting records are (1) in making too sweeping generalizations and in drawing inferences not warranted by the data on the records, in other words, implying too much from the records; (2) in failing to note important relationships; (3) in being influenced by their own prejudices or by previous impression of the individual; and (4) in giving too much weight and authority to test results. Too seldom are records used to raise questions. Too seldom do teachers make the distinction between what the record shows and what it suggests.

Persons using records would seldom go wrong if they kept three things in mind:

1. That the student is growing and changing. What
was true of him last year is not necessarily true this year.

2. That the record represents only a small sampling of his behavior. There is much that is unknown about him.

3. That the record often reflects the bias of the person recording. It may tell more about the person who made the record than it does about the student.19

The school should evaluate the particular form of its developmental records. Six criteria for evaluation are listed as follows:

1. Is the school record card used in the guidance of students?
2. Is the record easily read?
3. Does the record show causes and trends?
4. Do the records include objective, accurate, and concrete measures?
5. Do the records show interrelations between background, interests, and abilities?
6. Can the record be reproduced quickly and cheaply?20

The teacher should play a significant part in setting up the form, gaining information, and using the developmental record for a more complete understanding of the child. She will then be able to better direct the learning experiences each day in the classroom.

Case Studies

The developmental record is a brief form of the case study which is kept for all pupils. The case study is a more detailed, comprehensive, unified study involving all available means of securing information of pupils with baffling complexity of behavior. The case study includes

19Ibid., p. 421.
20Ibid., pp. 429-430.
The case history data with interpretations and therapy recommended as a result of such a study.

The presence of a problem for case study may be determined by observation, test results, and interview. Not all cases which show apparent need can be helped with the time and facilities available to most teachers. Some of the factors to be considered are:

1. The age of the individual.
2. The duration of the difficulty—how far back does it go?
3. The extent to which physical factors in the situation can be changed.
4. The extent to which factors in the home, neighborhood, and school that are causing the difficulty are modifiable.
5. The insight the person brings to his problem.
6. The cooperation that can be secured from parents, teachers, and other people.21

Home visits and case conferences should be included and filed in the folder in chronological order. The teacher should never utilize technics which sacrifice completeness in favor of time. Torgerson gives the following useful criteria for the beginning teacher in case study:

1. The problem should be stated clearly.
2. The case study method should be characterized by its comprehensiveness or through analysis of all relevant factors.
3. The data must be developmental as well as cross-sectional in character.
4. The onset of the problem must be determined.
5. A clear differentiation must be made between symptoms and causes.
6. The data must be carefully organized for synthesis and interpretation.

21Ibid., p. 433.
7. Insight must be employed in analyzing the data.  
8. The case history, analysis, and therapy must be based upon and substantiated by the data.  

In general it is better to follow leads which the pupils give than to follow any set outline of case studies. More attention should be paid to attitudes and relationships and should be family centered rather than individual centered. 

The teacher will find the following steps useful in planning the case study:

1. Keep a record of all symptoms observed.  
2. Analyze the symptoms in order to determine the nature of the problem.  
3. Study all causal areas possible (home, reading disability, physical, etc.) and determine the causal factors and disabilities that pertain to this case.  
4. Select the survey, diagnostic, and aptitude tests needed for diagnosis and administer them to the pupil in addition to a Binet test.  
5. Administer or obtain the results of screening tests for vision and hearing.  
6. Record past and present test scores on a cumulative record together with any additional data from school records and other reliable sources. 
7. Refer the child to a psychometrist, psychologist, guidance director, oculist, otologist, or pediatrician for any additional examinations needed.  
8. Interview the pupil, teachers, school nurse, and parents. 
9. Visit the home.  
10. Analyze all data collected on the inventories.  
11. Record on the case outlines, data on the pupil’s personal development, school history, and the home environment.  
12. Study and analyze all the data collected in order to locate the causal factors.  
13. Plan and apply an appropriate remedial program.  
14. Administer a battery of standard tests at the end of the period of remediation in order to determine the effectiveness of the therapy.

22 Torgerson, op. cit., p. 182.
15. Write up the case history, describing the nature of the problem, its onset, developmental history, present status, primary and contributing causes, remediation, and the results of the therapy.\(^{23}\)

A suggested framework for arranging facts about a child in a case study is given in the following outline:

1. Organic factors that influence growth, development, and behavior
   a. Health: disease history, corrected and uncorrected defects, nutrition, health habits
   b. Characteristic rate of energy output; quality of physical endurance and recovery from fatigue
   c. Growth history, present maturity level, and rate of growth
   d. Skill in managing body; physical attractiveness

2. Relationships to others, social roles, and family status
   a. Social roles of family members in the community
   b. Interpersonal relations within the family, past and present
   c. Child's interaction and relations with peers
   d. Child's interaction and relations with adults outside the family

3. The child as a developing self
   a. Conceptions about physical and social processes; his attitudes toward them
   b. Conceptions of aesthetic and ethical principles; his attitudes toward them
   c. Skill in using symbols in thinking and communication
   d. Patterns of emotional behavior; situations that evoke them
   e. Common defense mechanisms
   f. Present adjustment problems
   g. Developmental history and present developmental tasks
   h. Basic evaluation of himself as a physical being, as an object of love, as a social being, and as a "self"

\(^{23}\)Ibid., pp. 186-187.
i. Values and aspirations

4. Summary: the child's major assets and needs
a. As a physical being
b. As to personal relations with others
c. As to social roles
d. As to experience, knowledge, and skills
e. As to his evaluation of himself
f. In relation to his adjustment problems and developmental tasks

Like all technics of guidance the case study has its limitations, but they are mainly limitations of the teachers who make them. Unless a teacher is fairly well adjusted, she cannot do effective case study work. However, "given sincerity, affection, reasonable intelligence, respect for the personalities of the pupils, and freedom and security, almost every teacher will become an effective advisor to the pupil whom she comes to know through their common activities." 25

Reporting to Parents

A very badly neglected area of school guidance is that of contacts with the homes of the pupils. In fact "probably no other administrative practice affects the kind of teaching carried on in a school quite so much as the kind of appraisal records that are used." 26

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25 P. W. L. Cox and J. C. Duff, Guidance by the Classroom Teacher, p. 80.
26 Huggett and Millard, op. cit., p. 346.
Perhaps one reason why marking is such a problem in the elementary school is that it is such an artificial method of evaluation. In real life the worth of any performance or deed is determined largely by the intrinsic worth or quality of the action, the circumstances or background, and the effects, direct and indirect. The child in school is usually rated with a particular mark on an incomplete performance. A child is expected to read fairly well by the age of seven, but reading requires a certain amount of insight, preparation, and readiness. It seems unfair to give a child a D or U just because he has not completed all the reading steps by reporting time. The pertinent question seems to be one of interpretation. What does U mean to the pupil’s next teacher? It could mean that the child did unsatisfactory work because he was ill, refused to study, or was incapable. To the parents it might mean that the child was lazy, lacking in ability required for mastery, or perhaps unable to see the board or hear the teacher. Marks should help the parents and the teachers to understand children. Most important of all, marks would help the child in the growth and development of a good wholesome personality.

Gloria Cohen of the New York City Public Schools experimented with a commentary system of marking with such guides as (1) adjustment to group, (2) class participation, (3) strengths, and (4) weaknesses. This was accompanied by an
invitation to parents to visit school and it opened the way for the oral report which possibly is the best type of all reports to parents.\footnote{27}

The newer type of reports to parents is broader and more comprehensive and also requires more time and teacher activity. However the trend is to send reports to parents less frequently and not necessarily all reports at the same time, but only when the need arises.\footnote{28}

The form, method, and frequency of reports to parents should fit each local individual situation and should be administered according to the needs of the child, parents, and teachers as an aid to their mutual understanding if marking is to result in better guidance in the growth and development of the whole child.

Since the aim of all education is the growth and development of the desirable social and personal qualities of the whole child, this automatically becomes the goal of the administration of an effective guidance program in the elementary school. There is no doubt of the important part the teacher plays in this connection. This investigation was made to determine the role she could and should have in rendering the best possible service. An attempt in this study has been

\footnote{27}Gloria Cohen, "How Shall We Mark?" The Elementary School Journal, XLVII (May, 1948), 505.

\footnote{28}Hugget and Millard, op. cit., p. 352.
made to set forth the needs for guidance in the elementary school, the teacher's duties in such a program, and the various technics which help to meet these needs and duties.

In the first part of this chapter were given seven phases of personal equipment needed by the teacher to successfully guide children in learning experiences and in the desirable growth of personality. The responsibility of the success or failure of a guidance program in the elementary school rests largely upon the teacher. Her efforts and judgments in guidance situations will be made more effective by having these abilities.

1. A comprehensive and integrated knowledge of the scientific generalizations that explain human development and behavior.29

This first principle is a very vital tool in the hands of the classroom teacher. Without this knowledge it would be impossible to guide effectively the learning activities of the whole child. Teachers can acquire this knowledge through study, observation, and experience in the daily guidance of pupils in the classroom. The teacher must have this knowledge before she can understand the reasons for certain behavior tendencies.

2. A sound definition of the conditions, interpersonal and social relationships, experiences, and activities that usually promote wholesome development and behavior on the part of children and youth in the various segments of our society.30

29Bigelow, op. cit., p. 461. 30Ibid., p. 461.
This second factor listed is very significant. A definition helps to clarify understanding. If the teacher possesses such a definition of the various environmental factors of our society which promote wholesome behavior and development, she can plan more effectively with the children the proper experiences for the growth of desirable personal and social qualities. With such a definition before her, she can provide a better learning situation which "consists of a rich and varied series of learning experiences unified around a vigorous purpose, aimed at a number of different learning products, and carried on in interaction with a rich, varied, and provocative environment."31 This may be acquired largely through study and the use of anecdotal records, observation, and developmental records together with pre-service training.

3. A recognition of the kinds of information needed about an individual child in order to form hypotheses, with the aid of explanatory generalizations, about his developmental tasks, adjustment problems, and behavior in a given situation, and about how he can be helped.32

The third phase of personal equipment is very necessary for the desirable development of the whole child. Before information is gathered, a knowledge of the kind needed is essential in order to save time and waste in securing non-basic facts. By the use of the technics in the field of guidance

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32 Ibid., p. 461.
the teacher should gain much knowledge of the kind of information needed for better direction of the growth of a desirable personality. As a teacher has had experience in writing and interpreting anecdotal records, skill in knowing what types of behavior needed and their possible importance in the final solution, she will become more proficient.

4. Skill in getting the necessary information about individual children and about groups of children, and skill in ordering these facts in relation to one another so that they will point to a combination of generalizations or principles that will suggest hypotheses about the child's needs.33

The fourth principle can be gained to some extent by first hand experience with the use of the various technics of guidance. By observation, standardized tests, interviews, and developmental records the most essential information can be obtained for the study of the majority of children. If the teacher has skill in getting this information by the use of these technics, the case study will not often be necessary. The possession of this ability will aid greatly in the guidance of the learning activities by the elementary teacher.

5. Skill in working out the meaningful relationships between facts about a child or a group and the relevant scientific generalizations . . . 34

The fifth factor given is a very vital link in the process of gaining complete understanding of children. The

33Ibid., p. 461. 34Ibid., p. 461.
teacher must have wisdom, knowledge, and understanding, as well as be alert, sensitive, and patient in the quest for meaningful relationships. This factor serves a very necessary part in the teacher's main function of guidance.

6. Skill and ingenuity in devising and carrying out practical plans for facilitating the development, learning, and adjustment of the children whose needs, problems, and tasks have been diagnosed. 35

This personal ability involves the teacher's thoughtful consideration and sound judgment. Knowledge gained from experience, training, and case studies together with practical information in dealing with children are needed in making these plans. The skill is very essential to the teacher in carrying out her role in an adequate guidance program.

7. A sincere respect for every child; a clear sense of professional obligation to help every child; a vigorous interest in securing competent professional diagnosis and treatment of any suspected pathological conditions; and a strong code of professional ethics that governs all dealings with children and their parents and regulates the safeguarding and use of all information about individuals. 36

This last and probably the most important ability can be acquired to a great degree by the teacher who desires to do so. By the study of psychology and child development courses in college and by personal daily contacts with their pupils, alert teachers should grow in understanding and respect for all children. This child-centered philosophy does not come about

36Ibid., pp. 461-462.
"suddenly but is of slow growth."

The teacher should "assume the role of a leader whose chief purposes are to help the child into worth-while experiencing, and to help him develop the ability to live fully and effectively."

Not all teachers can meet these criteria of competence, but all can strive to meet them as nearly as possible. The acquisition of these abilities is imperative in our present society.

The effect of the war and the resultant threat to democracy has awakened a consciousness of the fact that if the democratic way of life is to survive, all agencies and institutions must study its principles, understand its weaknesses, and do their part to further democratic living.

The lack of these abilities "is due to inadequacies in their preparation and to pressures met in their professional work rather than to any widespread lack of ability or of professional interest on the part of teachers themselves." Since guidance in the elementary school is complementary to the instructional process in the growth and development of the whole child, teachers are presented with a very challenging opportunity for service.

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37 Albion H. Horrell and Others, Let's Go to School, p. 20.
38 Freeman M. McComber, Guiding Child Development in the Elementary School, p. 233.
40 Bigelow, op. cit., p. 462.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study undertook to present the needs for an adequate guidance program in the elementary school, to set forth the duties of the teacher in such a program, and to determine how she could perform her role more effectively by the use of the various technics of guidance.

Conclusions

As a result of this research the following conclusions have been formulated:

1. Teachers are the key persons in the administration of an adequate guidance program in the elementary school.

2. Guidance and teaching are complementary processes in promoting desirable growth and development of the whole child.

3. In order to guide more effectively, teachers should seek to attain the necessary available knowledge about child development.

4. The procedures for applying effectively this available knowledge of child development must be worked out in the various schools largely by the teachers through carefully evaluated experimentation.

5. A knowledge of an experience in the use of the various technics of guidance will aid in working out the
procedures for efficient application of information about child development.

6. Tradition and prejudice are serious barriers to teachers in performing their best in promoting the wholesome development and the social usefulness of the child.

7. All of a child's attitudes are of definite concern of guidance and the development of desirable ones is the task of the classroom teacher.

8. Child-centered guidance is fundamentally adaptable; that is to take whatever capacity and experience one may have and apply it to a new situation.

9. Modern guidance attempts to determine with the child his potentialities and the self-realization of them.

10. The growth of desirable human relationships which promote social usefulness, emotional stability, and personal happiness should be the result of proper guidance practices.

11. Good guidance and teaching provide environment for living now in a democratic society.

12. The evaluation of the elementary teacher's role in the administration of an adequate guidance program should be the child's growth in desirable personality traits, the development of his best potentialities, and his use of this knowledge and skill for social purposes.

Recommendations

The following recommendations appear to be warranted in
light of the data examined in this study:

1. The pre-service education of teachers should be improved by the revision of courses in psychology and child development in many institutions to give more valid concepts of the processes involved in human growth, child development, motivation, behavior, and adjustment.

2. The in-service education of teachers is vital and necessary for helping active teachers to acquire the equipment needed for the proper understanding of children and should be planned cooperatively to fit local needs.

3. Each teacher should constantly seek to develop her own potentialities for better service in her profession.

4. Every teacher should have a well-adjusted personality in order to better guide children in growth and development of desirable personal and social qualities.

5. All teachers should realize that guidance and teaching are both necessary for the best possible growth and development of the whole child.

6. Every active teacher should take advantage of in-service training or take courses in child growth and development in a college or university.
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