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GUIDANCE IN THE ELEMENTARY SCHOOL.

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THE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR AND THE IMPORTANCE OF PROVIDING GUIDANCE SERVICES AT THE ELEMENTARY LEVEL ARE DISCUSSED. THE FUNCTION OF GUIDANCE SERVICES AT THE ELEMENTARY LEVEL IS EXPLORED, WITH EMPHASIS ON DEFINITION. PHILOSOPHY, OBJECTIVES, AND GUIDES FOR PROVIDING THE NECESSARY SERVICES FOR OPTIMUM DEVELOPMENT OF ALL CHILDREN. FOLLOWING THE BIBLIOGRAPHY, A PARTIAL LIST OF INDIANA REFERRAL AGENCIES FOR ELEMENTARY SCHOOL PERSONNEL IS PROVIDED. (SK)

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**INDIANA STATE DEPARTMENT OF
PUBLIC INSTRUCTION**

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in the
ELEMENTARY SCHOOL

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Bulletin No. 251
January, 1967

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PUBLIC INSTRUCTION**

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in the
ELEMENTARY SCHOOL**

by

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PREFACE

The question is frequently asked: at what grade levels should guidance services be available? The answer is obviously . . . at *all* levels!!! For guidance is a continuous process and knows no age or grade level boundaries. Perhaps one of the reasons why guidance has not been emphasized, until recently, at the elementary level is because in the history of its development, guidance was more of a vocational nature and, therefore, emphasis was placed at the secondary level. However, since 1908 guidance has "taken on" many additional services besides vocational as were deemed essential in the unfolding processes of a student's growth and development.

It is not enough to wait until a child has gone through six years of formal schooling and suddenly at the junior high or senior high level inform him that NOW guidance services are available to help him in adjusting and planning his life. A boy can grow with direction, but this direction is imperative in the early, formative, developmental years.

I sincerely believe that many aggravated problems that older students have (junior and senior high) could have been resolved or allayed if guidance and counseling services had been available in the early years. Perhaps, too, many of our 17,000 yearly dropouts could have been salvaged, if we had identified earlier.

Because of automation and cybernation, obsolescence of jobs is occurring weekly across the nation. New jobs that are being created require more skill and technical knowledge. It is predicted that the very young boys and girls today may have to learn anywhere from three to six entirely different careers, professions, and occupations in their lifetimes just to keep pace with the changing world of work.

Therefore, VOCATIONAL DEVELOPMENT, mind you *not* Vocational Choice, is now needed at the elementary level.

The classroom teacher cannot bear the full responsibility for preparing boys and girls for meeting all the demands made on them by a complex changing world. The counselor can assist the teacher in maintaining the physical and emotional health of all pupils. Little academic learning can take place until these, maybe seemingly little problems, are resolved. Perhaps the key to a successful guidance program is coordinated efforts of all.

It is hoped that this bulletin will provide some useful information on the role of the elementary school counselor and the value of guidance services being made available to the elementary pupil.

Rolla F. Pruett, Director
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ELEMENTARY GUIDANCE BULLETIN

I. The Guidance Function in the Elementary School

Introduction

"If man has a talent and cannot use it, he has failed; if he has a talent and uses only half of it, he has partly failed; but if he has a talent and learns somehow to use the whole of it, he has gloriously succeeded, and won a satisfaction and triumph few men ever know."

Thomas Wolfe

The essence of the American way of life is distilled in two words—Unalienable Rights. People are born equal but they are born different. Freedom implies that these differences are of utmost importance, and guidance is considered the process by which these differences are studied, channeled, and utilized so that each person may become an intelligent producer and consumer in our society. Guidance is for *all* students: gifted, normal, or retarded. It aims to help them see that life can be a challenging, thrilling experience instead of a problem. Guidance emphasizes the "whole child" concept of general education; thus guidance touches each aspect of a student's life: physical, mental, emotional, and social. Primarily guidance should be concerned with the individual's attitudes as reflected in his behavior and seek to work *with* him to develop his potential and solve his problems. This should be a mutual experience in which the counselor seeks to think with the student; unless the individual is allowed freedom to think, explore, and decide, the goal of guidance and all education—that of self-guidance—can never be utilized.

Guidance in schools gained great impetus with the National Defense Education Act of 1958. The amended Act now specifies that Title V-A of the N.D.E.A. may assist in the provision of guidance, counseling, and testing in the public elementary as well as secondary schools and testing in private schools. The federal government shares fifty per cent of the cost and the money is allotted to the states upon approval of their application. As a consequence of including grades K through 6 under the Act, elementary guidance is making headway. Many of those in secondary schools frequently realize their services come too late because it is in the early grades that children acquire work social habits that will determine to a great extent the kind of a person each will become. There are certain advantages then for beginning guidance services at the elementary level. The very idea that the students are young allows for a more preventive or developmental approach rather than a remedial one. Because there is a close association between school and home at this level, elementary children tend to accept teacher-parent and counselor-parent conferences more

readily, even with pleasure at times. Even though the behavior patterns are forming at this age, they are more flexible than in adolescence and with proper assistance they may be channeled into more constructive forms of expression. Early identification of problems may keep difficulties from becoming aggravated and pave the way for a more adjusted adolescent and adult. The elementary teacher working with the students in a close relationship every day is another advantage for guidance at the elementary level. She is sensitive to their needs other than academic and is in position to share her knowledge with the counselor. When departmentalization occurs, often the teacher sees too many students a day and observes only the strongly overt or deviant behavior. Guidance has been called the personalizing of education in an impersonal world; this personalizing is greatly facilitated if begun in the elementary school.

Definition of Elementary Guidance

Guidance as generally defined is composed of those services to assist every child in making maximum use of his abilities, for his own good and for that of society. When the services are extended to the elementary school, does the definition change? Basically it does not; however, the emphasis does change somewhat. The child must be the center of thought and counseling the center of activity but there are areas that pertain more to the elementary level and, therefore, must be explored. The major emphasis should be upon early identification of pupils' intellectual, emotional, social, and physical characteristics; development of his talents; diagnosis of his learning difficulties; and early use of available resources to meet his needs. "Early" must be stressed so that guidance will be on the developmental and preventive level rather than strictly on the remedial as so often occurs in the secondary schools. Techniques and procedures will differ on the elementary level since younger people are less mature, have limited experiences, and a limited vocabulary. Thus counseling sessions must be geared to their level just as the curriculum is; possible counseling techniques will be discussed later.

Philosophy of Elementary Guidance

The most fundamental of the philosophical principles of elementary guidance is based upon the fact that human beings need help. Young children, far more than adults perhaps tend to be unable to solve their own difficulties satisfactorily without aid from others. They seek help from various sources and often under the disguise of something else. Those being contacted must become sensitive to these cries for help and hear them as they really are, not necessarily as they appear. Because our society demands that a child attend school until he is sixteen, it is a certainty that the elementary school will have under its control children from age seven through age twelve. Though the school is primarily an instructional institution, it is impossible to neglect the child as a personality. Thus the school and the counselor become involved with the student as a learner and as a person, the development of the whole child.

Furthermore, the guidance services should be continuous, beginning when the child enters kindergarten and following him at least until he completes his education. Elementary guidance assists *all* pupils directly, and indirectly through their teachers and parents, in making the maximum use of their abilities for their own development and for the good of society.

There are several approaches which may be taken toward the guidance services. The problem-centered approach tends to be corrective in nature and deals with the resolution of existing problems. This is the most demanded type since it offers assistance to immediate needy situations. The preventive approach is designed to prevent delinquency, drop-outs, unemployment, and other problems. Even though it has public appeal and has a place, it still is defensive and negative in nature. The most difficult to explain but the objective toward which elementary guidance should be striving is the developmental approach. Thus the student does not need to have a "problem" to benefit from the services; rather they assist him in his growth and development. The developmental approach to counseling is predicated upon the belief that individuals are capable of progressively developing self-understanding, self-appraisal, and self-direction. Children often require individual assistance in all phases of learning, growing, and becoming. The major goal of counseling is to provide that assistance.

In conclusion there are several principles of guidance that help establish a philosophy. Briefly these are:

1. Problem solving and personal adjustments take time.
2. Individuals should develop their own insight or their own patterns for adjustment; however, elementary children need to be trained in such development.
3. Most people are "normal," not maladjusted.
4. Problems are caused: by hereditary and environmental factors; they don't just happen.
5. Many problems are interrelated because personality is complex.
6. Guidance services, therefore, to be effective, must be coordinated and integrated into the total program.

Objectives for Elementary Guidance

Today's elementary school children live in a changing world that demands flexibility. Many children are required to adjust to these changes under severe handicaps. Classes in elementary schools are over-sized and often inadequately staffed in number or in training. Mobility is another problem with one-fifth of the population moving each year from one home to another. Mothers are working and often children lack supervision, companionship, and close family ties. Broken homes, illegitimacy, retardation, and physical handicaps often accompany problems of an educational, emotional, social, or physical nature. These children must be discovered and motivated before they begin to fall behind. The school must look carefully at the individual child if it hopes to discover hidden strengths and to locate those problems that he brings to school and that shield him from learning.

Goals of elementary guidance services may vary from school to school since they should be based on the particular school's needs. But there have been some that will aid in the ultimate goal of assisting individuals to attain their maximum use of abilities for their own good and for that of society. The suggestions made for the counselor under immediate objectives are that he should conduct training sessions with teachers on the construction of classroom tests and should interpret standardized tests, that he should help the teacher achieve an atmosphere conducive to effective learning, that he should work closely with parents in adding to their understanding of and assisting their children, and that he should provide special services for disabled children. Under ultimate objectives the counselor should aid students to understand themselves, to understand others, and to develop socially accepted skills. The ultimate aim of guidance, again, is more adequate pupil adjustment; any plan of services or program directed toward this end is valuable only as it provides for the attainment of this general objective.

Principles of Elementary School Guidance

There are certain principles which must underlie the organization of and the working relationships of a successful guidance program.

First, the guidance function in the elementary school must be planned. If it is assumed that every teacher does all of the guidance work and that a formalized or organized program of guidance is not needed, there is a good possibility that little guidance will actually be accomplished. Guidance, like administration and instruction, must be well planned. It must have design and purpose. Guidance planning must include the establishment of objectives for each year and for future years. Means of attaining these objectives must be planned and made operational, and assessment and evaluation must follow.

Second, administrators must give support and leadership to the guidance function. Unless administrators of the school support and give leadership to an organized guidance program, little more than a casual approach is likely to be evident in the school. Support must be present in three respects: one, the administrator must have a consistent and favorable belief in the importance of the guidance function; two, he must be willing to give financial support for personnel, physical facilities, and materials that are needed in guidance; and three, he must provide leadership in the policy making decisions for the program. As in all other matters, the attitude the administrator takes toward the guidance program establishes a "tone," which may result in success or failure in the guidance of elementary children.

Third, elementary teachers have guidance responsibilities and obligations to perform. As the elementary teacher pursues her daily schedule, she has numerous contacts with each pupil. Through these contacts she is able to recognize difficulties and problem areas, and to assist in the solution of these problems. She can refer to specialists those pupils whose problems would consume more time than she has available, or whose problems require skill or specialized knowledge beyond her level of guidance competence. She can draw upon the

counseling specialists for consultation and for suggestions for dealing with complex problems.

Fourth, teachers must refer those pupils whose problems are beyond their level of competence. For this reason, counseling specialists are needed in the elementary schools. Counselors possess certain abilities and skills which enable them to work effectively with both individuals and groups. Some educational authorities believe the immaturity of elementary pupils precludes individual counseling because the counseling process places heavy emphasis upon the ability of the counselee to verbalize his feelings and his attitudes. The authors contend that trained counselors who have a background in child development and learning theory can do counseling with elementary youth. At this age level, pupils have less reluctance to discuss with others their problems and how they think and behave as they do. In addition, the counseling specialist, through his specialized training and experience, is a resource person for the teacher for methods of dealing with children who have problems within the regular classroom.

Fifth, guidance must be based on adequate and accurate objective and subjective data or information. If we accept as a goal of elementary guidance the furthering of the social and emotional well-being of pupils, then obviously our understanding of pupils and our success with them depends on the collection and use of adequate and accurate data. Interpretations and application of data gathered from many sources (tests, observations, anecdotal records, questionnaires, interviews, rating scales, cumulative records, surveys, sociometrics) require skill, training, and insight of teachers and counselors. The more specialized the data become, the greater the need for skilled counselors to help interpret and apply such data.

Quite often, objective data such as test results are overdepended upon because of their convenience and availability. Information obtained through other means such as rating scales, anecdotal records, and interviews can also supply the teacher and counselor with valuable data. For example, results of tests of scholastic aptitude and tests of achievement do not furnish the teacher and counselor with information about a pupil's reaction to success in the classroom or to his failure on the playground. But this kind of information is vital to understanding fully and helping the pupil, and can be obtained through means other than tests. Through the collection, interpretation, and application of accurate and adequate data, teachers and counselors can understand pupil actions and recognize and help those who have problems.

Sixth, guidance is not just for "atypical pupils." Too often, teachers, administrators, and counselors conceive of guidance as for those pupils who have behavioral or discipline problems, or for "low ability" students, or for "slow learners." One of the criticisms presently being leveled against many counselors, both elementary and secondary, is that too much of their daily work schedule is devoted to students of this type and not enough of their time is spent working with other students—the bright, the minimally motivated student, and the "average" student. All elementary children have problems and require help in the course of growth. Many children can and do blunder through

developmental tasks without such help, but it is generally recognized that children are better off with the aid of mature, understanding teachers and counselors. James S. Plant, in the *Envelope*, states: "Will it not be a glorious day when adults generally look upon bothersome children as individuals who are trying to solve problems instead of individuals who are trying to be problems?"

Seventh, guidance is concerned with causes as well as with symptoms. Symptoms (e.g. underachievement) frequently do not reveal the basic causes of maladjustment. In some cases, an underachiever may have his behavior modified for a time by a teacher simply because the pupil knows the teacher will not tolerate incomplete work and poorly done assignments. But, if only the outlet for, or expression of, the behavior is changed with no attempt to discover and treat the cause of this behavior, the pupil will retain the need and will find a similar inappropriate outlet for expressing his behavior. Once causes of behavior have been discovered, plans can be developed to encourage more appropriate behavior—behavior based upon the satisfaction of a pupil's needs at a given time during his development. It is through this concern for causes that guidance can be of most help to teachers.

Eighth, no single technique of guidance or of counseling is effective in all situations or in all conditions. Careful selection of methods of dealing with a particular case must be based on the dynamics of the case. The competent counselor knows that he must continuously examine and evaluate each case and adapt his methods on the basis of his understanding of and insight into the data confronting him. What works with one person in one situation may not be productive in another case.

Ninth, the guidance program in the elementary school must have articulation with the junior and senior high school. Close working relationships between the elementary guidance workers and those of the secondary school are needed in such matters as the maintenance and transfer of pupil records, test materials and continuity of pupil-counselor contact.

Status of Elementary Guidance

The nature of guidance has had many directions and many changes since its advent as an organized movement in 1908. Its founding "father," Frank Parsons, opened the Vocational Bureau of Boston in that year with emphasis on job placement and occupational information. In the years since then, there have been significant changes in the concepts and scope of guidance. One such change in the concept of guidance has been a movement away from exclusively vocational guidance toward a wider base of concern with all the normal problems of youth—problems such as school achievement, health, social and emotional adjustment, and knowledge of abilities, weaknesses and strengths. Many writers are urging that guidance change from a remedial function in which children are helped after they have a problem to a preventive function designed to keep children from having a problem, but the ultimate function should be a developmental function which is concerned and designed to maximize growth of students in all areas of human development.

Another change has been in the role of guidance in the school. Guidance has changed from a specialized service added on to the regular school program to an integral part of the total school program. Educators now view the total school as providing three basic services—administration, instruction, and pupil personnel—in an inclusive, related program.

There also has been a change in the concept of who is to perform guidance services. In the early guidance movement, almost total responsibility for the program was placed on the school counselor. However, educators are now recognizing that every professional member on the school staff has an essential guidance service to perform; that for the program to be effective, every member of the faculty has a responsibility and an involvement in guidance. Each person must fulfill his differential role for guidance to meet its objectives.

Guidance in elementary schools began as early as the 1920's according to some reports; however, most guidance services have been carried on by teachers or perhaps social workers in an unplanned fashion. According to the latest survey by the U. S. Office of Education 40 per cent of the programs with Child Development Consultants started in elementary schools during the period 1958-1963 when the N.D.E.A. was giving financial support to guidance in secondary schools. A widespread increase on this level seemingly gave impetus to the elementary school guidance movement.¹⁸ In another survey of state directors of guidance in 1965, 3,337 schools reported an organized guidance program and 1,159 reported the services of an elementary counselor. A total of 1,802 counselors were reported by forty-two directors as working in elementary schools having an organized guidance program: 624 of these worked full-time in one elementary school, 483 worked full-time but in more than one school, 349 worked part-time in secondary and part-time in elementary schools, and 225 teach part-time and counsel part-time.²⁹ The total number of elementary schools having organized guidance services are few, but interest is growing on all levels in such programs. Probably the main contributing factors are the increased financial aid through federal programs, the growing appreciation for the need of such services at the lower grade levels, and the beginning of specialists' availability who are adequately trained in guidance and elementary programs.

II. The Elementary Student

Provide for the maximum growth and development of each child, take account of individual differences, provide for the whole child, meet the emotional needs of the children, and understand the child: these are maxims of the modern school in its concern for appropriate emotional and social growth for the child as well as for intellectual learning.

The modern elementary school is in a favorable position to provide guidance services for its pupils with the teacher in a very important role. She receives the children at a formative period of their lives and has them for most of the day. The elementary school teacher with a good understanding of guidance is able to help children who

have learned incorrect patterns of behavior to correct these patterns. She can best do this in a warm classroom atmosphere in which children are comfortable.

The Needs of Children

A guidance-oriented teacher is concerned with helping each of her pupils achieve success in relation to the pupil's particular pattern of past experiences and present problems. She will recognize basic needs that are common in all children. Maslow²⁰ explains that human needs arrange themselves in hierarchies of pre-potency. That is, the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need. Also, no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives. The basic needs are: physiological, safety needs, love needs, esteem needs, and self-actualization.

Maslow's study of needs is just one significant study that has been made. Louis Rath²⁷ at the Ohio State University identifies eight common needs. A guidance instrument, *The Wishing Well*, was used, and Rath analyzed the responses of children. The eight needs as presented by Rath are: (1) the need for a sense of belonging; (2) the need for a sense of achievement; (3) the need for economic security; (4) the need for love and affection; (5) the need for freedom from fear; (6) the need for freedom from excessive feelings of guilt; (7) the need for a share in making decisions; and (8) the need for personal integration of attitudes, beliefs, and values.

Problems that pupils bring to school are many and varied. Some of these have been mentioned previously: crowded classrooms, population mobility, employment of mothers, broken homes, illegitimacy, delinquency, retardation, physical handicaps, but the list is endless. These problems often affect the child in his academic progress thus gaining the school's notice. However, these may also affect the child's emotional and social well-being which express themselves in manners more difficult to observe or pinpoint. But whether the child achieves or fails, is loud and aggressive or quiet and withdrawn, his self-concept will be affected by the problems he faces and often cannot handle alone. A good self-concept which evolves in a healthful attitude is the vital thing that the school—counselor and staff—must instill in each youngster in the early—formative—developmental years; for this could well preclude his saying when he gets into high school or college: "I came; I saw; I concur!" The greatest challenge facing guidance, education, the nation, and even humanity itself is the conservation and development of human resources.

The most essential emotional food that every human being needs is love. Knowing that someone cares makes life worthwhile and meaningful in a busy, grownup, and often senseless world. Love may not erase the problem, but it will make it easier to accept or solve. The best way for the teacher, counselor, or parent to give a child of any age enough loving is to *really* love him. If one really loves the child, he must learn to know him as an individual; then understanding and acceptance can follow. As acceptance is extended to him, he will find

success and by succeeding improve his own self concept, realizing he, himself, is of worth. Understanding, achievement and love—these are among the most important ingredients in a child's emotional diet and they must be given in large doses to avoid emotional and social ills.

Identification of Problems

The guidance-oriented teacher is able to identify problems in her close daily contacts with her students. But each teacher can profit from the special services offered by the elementary school counselor and by their working together they can better understand and help each individual child. The teacher and counselor who make a determined effort to study children as individuals and observe their behavior learn that behavior is caused. The background, home environment, associates, and fulfillment of needs are all significant in the child's behavior. Early identification through knowledgeable observation, therefore, is most important. Behavior patterns, seen as symptoms, will influence the classroom procedure and discipline, and problems will be seen as needs unfulfilled rather than the superficial interpretation of laziness, stubbornness, obstinacy, or stupidity.

Shyness and Withdrawal

"Lorraine is such a sweet child. She is so quiet and she does her work and never bothers anyone. She is one of my best pupils." Lorraine may not be a problem to the teacher, but she may be a problem to herself. So often, the shy, withdrawn child is completely forgotten because he or she is no problem to the teacher. Only when the child is called on and reticent to answer questions or take part in class activities does shyness or withdrawal interfere with classroom activities. The shy child is frequently a lonely child. He seems unable to mix with other children and to enjoy himself in their company, but hangs back on the fringe of activities. During recess, he attempts to remain inside or else stands around by himself watching the others play.

At home he may prefer not to go out and play with other children. He is usually quiet, solitary, and sometimes friendless. Some shyness or withdrawal may be due to a lack of physical strength or aptitude. Failures in skill and motor coordination of the child measured against parental attitudes and wishes of those of peer-group associates often contribute to this behavior. The frail child may associate with peers who are much further advanced physically, and their aggressiveness may be a force contributing to excessive shyness or withdrawal. Rejection or deprivation may cause shyness. Withdrawal may be regarded as a child's retreat from a tiresome or even intolerable situation.

The teacher and the counselor can do a great deal to help the shy or withdrawing child when the underlying cause of the trouble is discovered. A child who is awkward at sports, for example, is the object of teasing and ridicule. His self-concept may become one of a weak, peculiar, and different individual. This is an unpleasant image, so, by withdrawal, he avoids reminder of it. Girls are usually very conscious of physical unattractiveness or disabilities, such as protruding teeth, large ears, and birthmarks. A child may be extremely sensitive about

his economic background and social talents. A poor home and inability to make friends or to feel at ease in a social gathering may cause feelings of insecurity.

The most important single thing for the teacher and counselor to do is to make sure that the child achieves success in a fair proportion of his tasks. This, of course, is not an easy process. Children who are always last in every thing they attempt cannot be expected to have healthy personalities. The shy and withdrawing child has to be taught how to enter into social activities. This, does not mean that the teacher or counselor should force the shy child into activities, but rather they should search for activities in which the shy child may be interested and have some success in his participation. Once the child begins to take an interest and meets with success he may become more eager to participate.

Loneliness

By using sociometric devices the teacher or counselor can check for another type of behavioral pattern. This is loneliness. If a child is always on the fringe of a group and is never a group member, he should be given help since his need to be part of a group or to belong is not being met. Before the teacher and counselor can jump to any conclusions, they should consult to find the cause of the child's loneliness.

Daydreaming

All children daydream at times. Some children daydream because they lack anything more interesting to do. In others daydreaming represents a kind of escape mechanism and indicates an inadequacy to cope with the work of the class. Sometimes a child will daydream because he is dull, is overgraded, or for some reason finds the work too difficult. His attention will fly to something else when it is not held by the activities of the classroom.

Bright children may be among those who fail to give rapt attention in class. They may see at a glance the answer to the problem which has been presented. A bright child may be "miles away," but he may be thinking of some important problem.

When children withdraw from situations and take refuge in their own fantasies, they are probably attempting to satisfy some basic, but neglected, need. Fantasies become more absorbing and satisfying than reality with its problems. Children learn to give the appearance of activity even though they are daydreaming.

The positive and constructive approach of the teacher and counselor is to discover the cause of daydreaming. Excessive daydreaming may be caused by the school or home situation. Parents who are unsympathetic, harsh, and constantly nagging frequently bring up sensitive children who demonstrate this type of behavior.

Difficulties and failures at school may lead a child to seek satisfaction in his daydreams. Usually daydreams are a form of wishful thinking. If the child is able to talk about his daydreams, much can be learned about him. He needs to be given privacy where there is no chance of ridicule in discussing his daydreams.

If fantasies are of a constructive nature the teacher and counselor should be helping the child to carry his daydreams into reality by action. For the child's daydreams to become reality, he must attain success and achievement. The teacher and the counselor will need to make sure that the child deals with each activity in at least a partially successful and satisfying way. The child who daydreams should not be criticized or ridiculed.

"Bullying"

"Bullying" is a type of aggressive behavior that obtains for the "bully" a status position of leadership (according to him). This type of behavior is observed most frequently in boys. The larger, older boys subjugate the smaller, younger boys to their aggression. The child resorts to this means because of the need for recognition and group membership.

This type of aggressive behavior is an overcompensation for failure or threatened failure. A child may behave in this manner because he has been the victim of unjustifiable aggression on the part of some adult. Unable to hit back at this adult the child "bullies" smaller children.

The teacher should not condone this behavior, but should seek to control it. She should recognize that the individual child resorts to this measure because he does not know any other means for achieving the recognition he needs. Some teachers have helped "bullies" by having them help in activities where they meet with success and are accepted by their peers without being physically aggressive.

Attention Seeking

The child who constantly wants to be in the center of the stage in the classroom, attempts to make others laugh, and wants to be conspicuous in public occasions usually feels inferior and is unconsciously attempting to compensate for these inferior feelings. The child may be low in mental ability, physically weak, or have some other disability or imagined disability that he is attempting to offset.

Punishing the attention-seeker may only cause him to feel that he has achieved the attention that he was seeking. Therefore, he may continue to seek attention in the same way. Understanding the cause of attention-seeking is important to the counselor and the teacher. Together they may help the child to gain attention positively, in some situation. Taking part in dramatic plays may enable the attention-seeker to achieve the success he is striving for.

Negativism

Disobedience or refusal to comply with authoritative requests is considered one of the most troublesome problems in the classroom. Negativism may be manifested in sullen stubbornness, contrariness, and even rebellion against the teacher. Again, it is important that the cause be discovered and removed. While the source of the behavior is being sought, it may be necessary to isolate the aggressive child during the play periods until constructive measures have been used effectively. Many of the opportunities for successful and effective activities can be

provided within the classroom. The teacher or counselor may be able to direct positively some of the child's aggressive tendencies by helping him develop interests and recreational activities. Sports activities within the school or various clubs such as YMCA, Boy Scouts, Cub Scouts, are good possibilities.

Cheating

Cheating is quite often the result of unrealistic goals which have been placed before a child by himself or by adults. The child may cheat in certain situations and not in others. If the child's interest can be focused on the classroom material and work rather than on the grades or rewards of good grades, positive results may be obtained. The child must be accepted by his peers and his parents with the abilities that he has, and must not be forced to attempt what he cannot achieve.

"The Demonstration Way"

I would rather see a lesson
Than hear one any day
I'd rather you would walk with me
Than merely show the way.
The eye's a better teacher
And more willing than the ear
And counsel is confusing
But example's always clear.
The best of all the teachers
Are those who live their creeds
For to see good put in action
Is what everybody needs.
I can soon learn to do it
If you let me see it done
I can watch your hands in action,
Your tongue too fast may run.
And the counsel you are giving
May be very fine and true
But I'd rather get my lesson
By observing what you do.

Author Unknown

All teachers are model to pupils. The teacher must be honest with her group. If she fails to keep promises, the child will place little value on honesty. The cultural group of the child may accept or even recommend dishonesty. In such cases, the long-range value of honesty will have to be exemplified by the teacher.

A learning situation in which the individual can be honest within himself should be established in the classroom. Children should be motivated toward learning. The child will learn when he sees his efforts in relation to a goal realistic to him rather than one superimposed by adults. The teacher and counselor who observe cheating should ask, Why? Are the goals realistic or unrealistic? Cheating is a symptom. Therefore, when a child is punished for cheating without knowing the cause, it may be re-establishing a pattern of cheating.

Laziness

The elementary school child may have personal problems and so be unable to function productively in the classroom. The resultant behavior is too frequently labeled laziness. Actually, the child may be doing heavy chores at home or may have the responsibility of brothers and sisters. These factors cause the child to be physically tired and unable to work in school.

Another difficulty may arise when a child is not ready for the material that is being introduced. He may not have the background required to understand certain concepts. The teacher can help by relating new materials to those which have already been learned by the class. The work should be commensurate with the ability of the child. Once he no longer has to fight to keep up and becomes interested, he will become receptive to learning.

Exceptional Children

Exceptional children are defined as those who deviate from the normal to such an extent that they require some special educational provisions and planning in order to benefit fully from their educational experiences. Exceptional children have the same needs as other children. It is important that the exceptional child accept his difference rather than deny it. In order to achieve this successfully he must be placed in an environment in which he works with other children in terms of likenesses rather than differences.

Helping the Individual Child

The teacher who is aware of children's needs and differences shows through her own attitudes that every child in her group has value. She is aware of the child who has limited ability, but who "swings a mean" baseball bat. She welcomes the contributions that each can make. Each child is unique and important for himself.

An activity program in the classroom enables children of all abilities to contribute to the class. In working on various activities, opportunities are available to the gifted child to write a creative story or poem for the unit. The slow-learner within the group may trace a picture to go with the story or poem. Each child in the group has an important position.

Problems are often observable in the classroom and on the school grounds. The teacher and counselor are in positions to observe social and academic progress in the child's work and play with others and by himself. Further information about the feelings and reactions of the child can be gained by working with him individually or in small groups. The use of drawings or picture stories are effective at the lower grades. Young children are honest in their expression of their feelings and ideas. One advantage of using picture stories or drawings is that the child will not feel unusually uncomfortable in these situations because picture stories are considered a normal class activity.

Sociometric devices may be used to determine social development in terms of the roles of individual children in group situations.

Anecdotal records and observation notes kept accurately may reveal patterns of behavior. Children's attendance, absence, and truancy reports are further aids to the teacher and to the counselor.

All teachers can promote effective school experiences and progress of students in their classrooms. There are situations that necessitate the assistance of the trained guidance worker, but, even in these situations, the teacher can provide necessary information about the child to the counselor and for herself.

It has been asked can a specialist, a counselor then aid the child? The answer is an emphatic yes. Rather than replacing the teacher, the counselor will supplement her role by offering special services such as individual or group conferences. The team approach is understood as unseparable to the elementary guidance program. Most of the remainder of this bulletin will be devoted to the counselor's role as it pertains to counseling, consulting, and coordinating. Barr has suggested that there are certain characteristics of a successful guidance situation; all may not be present in each specific case, but any of these facilitate the program's success.³

1. Parents of the child actively want assistance and are capable and willing to help.
2. The child actively wants assistance and is willing and able to cooperate in necessary guidance procedures.
3. The child's ability is sufficiently high for the tasks imposed upon him.
4. The teacher has sympathy and understanding with the problem and is willing to work actively on it.
5. If there are organic causes back of the maladjustment, those organic difficulties can be remedied.
6. If the environment seems to be an important aspect of difficulties, there should be a reasonable expectation of changing the environmental pattern.
7. The causal factors for the problem involved can be identified.
8. The child is somewhat permanent in his school residency.
9. If the problem is an involved one, adequate referral agencies are available.

These generalizations do not serve as a determinant of who should be counseled, but rather they serve as guidelines in helping to determine what can be expected in a given situation. For example, if special help in the academic area can help a child of low ability, he still should not be expected to achieve at level typical of the class.

It can be seen from the previous sections that the child is and must be the center of the guidance services as well as the center of the total educational program. He must be seen as an individual in relation to his out-of-school environmental factors, his intelligence, and his physical and emotional makeup. The developmental approach to guidance insists that services be made available at the earliest possible level and that through adequate observation and measurement he can be assisted to become, to fulfill himself as a person for his own good and that of society.

III. The Elementary Counselor

Qualifications

If the counseling role is to be performed properly, the elementary counselor must have suitable qualities of personality and appropriate education and experience for the job. Among the many qualifications frequently listed that an elementary counselor should possess are as follows:

1. Self-understanding and maturity so that he feels no need to make students in his own image.
2. Breadth of moral, ethical, and religious orientation to understand the viewpoints, needs, and desires of others without passing judgments.
3. Dedication to the concept of individual worth, regardless of ability, preparation, or adjustment.
4. Professional attitude toward methods and hours of work.
5. Training in the psychology of human behavior.
6. Skill in the use of tools and techniques used in the analysis of individuals.
7. Successful teaching and other work experiences.
8. Effective interviewing competencies based on adequate training.
9. Ability to identify and use school and community referral resources.
10. Should understand human growth, development, and learning.
11. Be emotionally stable and have faith in the improvability of the human being.
12. Ability to perform effectively in graduate academic work.
13. Ability to work with people as evidenced by active participation in group activities both school and community.
14. Knowledge of vocational information.
15. Understanding of educational and occupational choice and planning.
16. Personality qualities considered significant: sensitivity, tact, poise, a sense of humor, a sense of worth, freedom from withdrawing tendencies, ability to profit from mistakes, and the ability to take criticism. Another important requirement is that of personal appearance: cleanliness, neatness, and appropriateness.

The survey of state directors indicated that certification requirements especially designed to meet the needs of the elementary counselor are practically non-existent. Only eight states in 1966 had any special requirements.²⁹ According to current standards for guidance certification requirements in Indiana there is no differentiation for elementary and secondary counselors. This means that a secondary counselor, who holds a guidance certificate, could qualify for the position of elementary counselor. A secondary trained counselor operating at the elementary level might well be the ruination of an elementary guidance program. It is imperative that a counselor know and understand the child before counseling him.

The training, therefore, of the elementary counselor must differ from that for a secondary counselor. Starting a guidance and counseling program in the elementary schools with "untrained" counselors could "set" guidance back fifty years. Some of the counselor-education institutions are recognizing this need and are providing separate courses of study for the elementary counselor trainee.

Again referring to the survey of the fifty state directors, they were in general agreement on the focus of elementary school counselor training and preparation. Forty-six directors expressed the opinion that the training of the counselor should be focused toward administration and understanding of the overall guidance program, and toward psychological assessment in depth and the understanding and recognition of the developmental needs of the child. Fifty per cent or more of the guidance directors rated as "very important" the following courses for preparation of the elementary school counselor: Child Development, Elementary School Counseling, Elementary School Guidance, Practicum-Supervised, Child Psychology, Parent Counseling Techniques, Techniques of Group Guidance, Tests and Measurements, and Internship.²⁰

McDougall and Reitan²¹ in their survey of elementary school principals from Idaho, Oregon, and Washington in 1963, found that the majority favored counselors to be more concerned with specialized services to individual pupils than with general curriculum guidance for all pupils. They also favored personnel who would be employed as full-time guidance workers. Seventy-five per cent favored special certification for elementary guidance personnel and a majority favored additional salary beyond teaching salary schedule.

The need for specific qualifications for the elementary school counselor is beginning to be realized. As the universities change their curriculum to meet this need, perhaps the states will see the need to establish specific certification requirements for this rather new position of elementary school counselor.

Duties

There are various ideas concerning who should "do guidance" in the elementary school. It is the authors' contention that guidance should and must be a team approach with the counselor acting as a specialist who has certain abilities and training to contribute to the program. This team approach will be dealt with in further detail later. However, the more specific duties of the counselor are needed at this point so that relationships can be seen within the team. Most people would agree that there are three major areas that should concern the counselor: the student, his teacher, and his parents. In addition the duties would include working with administrator and the community in a coordinating function, testing, and research.

In the national survey of elementary guidance services referred to previously, over three-fourths of the school principals included consultation with parents and teachers and counseling of children as three of the most important functions of the Child Development Consultant. Coun-

seling children was regarded as important most frequently in the larger schools and in those schools in disadvantaged areas.¹⁶

The survey of the state guidance directors found that seventy per cent thought that the classroom teacher should not be the counselor and teacher; seventy-eight per cent thought that the counselor should be the primary guidance worker using resource personnel when needed. Eighty-four per cent of the directors believed the counselor should be a coordinator of the total elementary guidance program and *all* thought he should serve as a resource person to teachers, parents, administrators, special services, and community agencies.

Ninety-six per cent of the directors believed the counselor should be primarily concerned with the developmental needs of all children. Nearly the same per cent believed that vocational information geared to the younger level should be a function of the program but that discipline should NOT be a duty of the counselor.²⁹

The counselor's duties then can be summarized into eight areas:

1. To help the students understand themselves and their relationship to others; to help children develop to the optimum of their potential educationally, socially, emotionally, and physically; to help children gain an understanding of the world of work.
2. To help teachers understand children, understand personal and group dynamics, and assist teachers in developing skills in using such techniques in the classroom.
3. To help parents better understand their children. This would include an interpretation initiated when necessary of educational and vocational potential to serve as a basis for realistic planning at the time and in the future.
4. To help parents and teachers communicate with each other.
5. To help building personnel and parents better identify, understand, and use staff and referral services including special education services.
6. To interpret the "guidance point of view."
7. To facilitate articulation at transitional points in the school career of the child.
8. To assist in screening of students for special attention such as for special classes and referrals.

Edson Caldwell said, "Guidance competencies, like creativity, cannot be forced, cannot be imitated, cannot be prefabricated. Like good music, however, it must be experienced to be understood and learned in order to be possessed."⁵ Although general qualifications have been discussed in this section, in order for the counselor to perform his duties adequately he should be skilled in the following competencies and techniques:

- A. Assists in acquiring and evaluating information about all youngsters through appropriate data collecting devices.
- B. Counsels with children concerning problems which they face.
- C. Works to assist the child to find a satisfying place in the school and to develop a feeling of belonging.
- D. Works to increase self-understanding and insight of the child.

- E. Assists teachers and administrators in understanding the differences and similarities among children.
- F. Assists in the resolution of problems impeding the learning process or general development of children in the school.
- G. Assists in the in-service preparation of the school staff to enable it to serve better the children in the school.
- H. Develops and maintains an information service which assists children and their teachers and cooperates in the orientation and articulation programs.
- I. Serves as a referral agent to out-of-school resources which can assist in the solution of problems involving pupils and as liaison agent with out-of-school agencies.
- J. Assists parents and parent groups in understanding children and the school.
- K. Assists in improving communication between the school and the home.
- L. Carries on research to determine the effectiveness of the guidance program and ways to improve it.
- M. Helps educational staff to recognize and provide for individual differences (physically, mentally, emotionally, socially, culturally) that exist among children in the school.
- N. Works to remove or reduce obstacles that retard the general and intellectual development of the children in the school.
- O. The elementary counselor is *not* prepared to do the following:
 - (1) conduct testing for special education screening
 - (2) engage in intensive therapy
 - (3) administer discipline.

The counselor's tasks can be delineated further into the following areas:

1. Testing, including standardized group and individual tests as well as teacher made tests
2. Counseling at all age levels including both pupils and their parents
3. Group dynamics
4. Prevention, diagnosis, and treatment of learning difficulties
5. Parent and community relations including parent-child, sibling relationships and sub-culture dynamics in communities
6. Administrative and staff relationships
7. Individual differences including the typical and atypical child
8. Personality development and mental hygiene
9. Educational and occupational information
10. Human growth and behavior or developmental psychology

The tasks awaiting the elementary counselor appear to be unlimited. For this reason the counselor should be a member of the staff, employed full-time, and working with a ratio ranging from 1:250 to not more than 1:500. Even with these pre-requisites the counselor's duties remain more than a 24-hour-a-day job if done conscientiously and adequately.

IV. The Guidance Program

Purpose

A comprehensive study of youngsters arrested showed that fifty per cent of them were in trouble before they were eight years of age, while ninety per cent were in trouble before the age of eleven! These are the crucial elementary school years. Furthermore, professional and lay organizations recognize the urgency for guidance services for all children beginning in kindergarten and extending throughout their educational years. They emphasize human values such as encouraging talents, promoting better adjustment for better quality of work, or increasing happiness of the disturbed pupil and his family. From a purely mercenary point of view, elementary guidance pays off when one considers the vast sums of money that go toward caring for the emotionally disturbed, imprisoning criminals, and providing for the delinquent, indigent, and unemployed. Added to this then is the major emphasis of this bulletin that the primary purpose of elementary guidance be developmental by providing services for all children so that each may reach his optimum development. An elementary school guidance program working within pupil personnel services brings to all children, directly and through their teachers and parents, professional aid to help them learn and adjust to the world about them. In this way, guidance and education as a whole must become a collaborative effort.

Initiating the Program

How does the program begin, how does it become a collaborative effort? There are no easy answers; but general principles that apply to any level of guidance services or to any educational program may be applied to initiating an elementary guidance program. Barr lists five general guidelines:³

1. Any service, whether new or old, needs the acceptance and leadership of the school administrators.
2. The success of a service depends upon a state of readiness of the school staff to accept, contribute to, and utilize the service.
3. The objectives of any service have to be clearly defined.
4. The development of a service has to evolve from existing services and be adapted to the unique circumstances inherent in any given school setting.
5. A service has to be developed in harmony with the total educational program of the school.

Good guidance programs do not just happen; they are the result of careful, coordinated planning. In this way both time and funds will be spent wisely and the programs will achieve their goals. Objectives of an individual program will be formed in light of the general purpose of aiding all pupils in their adjustment and in the light of the school's individual needs. These needs of the community's youth must be determined first and the goals set to include both immediate and long-range objectives.

The role of the administrator is most important at the initial stage for he must give active support to the program as well as providing funds and facilities. It is he who, working with his staff, will define roles. It is important that at the very outset of a program administrators, teachers, and counselors recognize their roles as they differ in emphasis from each other and how they coordinate to reach their objectives. If this differentiation is done at this early stage of development, fewer problems in communication and coordination should be encountered. As the program progresses it is assumed that the roles will become more clearly defined and coordination facilitated but the roles still should be established at the beginning.

The counselor must continually "sell" his program. To do this, he must be sold completely himself on its need and value. In tactful personal ways he must meet his public and share himself and his services with the school staff and community. He must recognize the worth of each staff member and his contributions before the counselor can expect the staff to accept and understand the guidance program; the communication line must be kept open and friendly. Even though teachers on the whole are more "guidance minded" from their colleges' training, often it is desirable to have an in-service training for staff members so that they may understand better each one's role in the total program. The nature of such a program will vary from school to school because it also should be adapted to serve the interests and needs of a particular staff. Although the administrator has final authority to set up such a program, often it should be the counselor who assumes the technical leadership. Included as goals of an in-service training program might be learning, change, improvement, and general evaluation of the guidance services. Possible approaches might include such activities as teachers' meetings, other school visitations, workshops, use of consultants, study groups, or university courses. No matter what approaches are selected, all personnel should feel that the program is important, not a waste of valuable time, and that it is geared to them personally and specifically.

Physical Facilities

School administrators may be accused of being reluctant to implement an elementary guidance program for the same reason as frequently given at the secondary level; that is, the guidance staff itself fails to present its program in terms of what, why, and how much. It is assumed that the first two can be answered in terms of philosophy, needs, objectives, and program. Yet an administrator may still not show enthusiasm for a proposal that has been suggested only in vague terms. It is difficult to give specific information as to the cost because the range of programs and services will vary. But the guidance personnel need to present general guidelines and must be familiar with the proposed program's costs if they are to fulfill their professional obligations. The guidance budget should allow for office equipment and supplies, counselors' salaries, clerical help, tests and other materials, and any other special activities' costs such as for group guidance or in-service training. A guidance program should have little trouble

in obtaining what it needs to carry on its work if it has been properly presented to those involved.

The counseling offices, individual testing stations, reception-waiting-work unit, conference room, and storage area should be planned as a related suite. Differences in school size, student population, and programs will be factors that influence planning. Then, too, a realistic approach necessitates consideration of the potentialities and limitations in providing facilities as determined by the cost factors and the availability of funds. The combination of these factors makes it inadvisable to rely on one specific plan because each school will need to develop its own educational specifications with respect to the layout of units within the guidance suite. It should be emphasized, however, facilities should be designed to fit the guidance program (its aims, operations, activities) rather than the program fitting the facilities. The counseling rooms should be separate units to insure privacy and quietness; they should be attractively and comfortably furnished to insure a relaxed and cheerful atmosphere. The most critical requirement in housing the guidance services is that of auditory and visual privacy; this is essential for the counseling service! Materials and files should be readily accessible for the counselor's use. The suite should have the entrance from a hallway rather than from another room. It is better if the units are centrally located where students pass often, near to but not directly connected with the administrative offices, health clinic, and library. If possible there should be a reception room attractively furnished where students may wait if necessary. Located here as well as in the counseling room could be games, clay, puppets, dolls, blocks and other materials with which the children may feel at home and with which they may express themselves. Greater dividends will accrue where tensions are eased, physical exhaustion lessened, and confidence and interest are activated. Located also within the suit would be the recommended clerical assistant, typewriter, telephone, adequate storage cabinets, and other necessary furnishings. A guidance program is often evaluated in terms of the physical facilities: space, privacy, and accessibility.

The Team Approach

While most people will agree that elementary guidance is important, there are varying ideas about how it should be done. Some consider the teacher as the key guidance worker; others think guidance should be done only by the specialist. Still others think of the specialized guidance worker as a consultant to and coordinator of the whole program, with all staff members using their special skills in a team-work approach for the good for the child. The purpose of all guidance services is the student's realization of his potential so that he may utilize his capacities to their fullest extent. This goal involves teamwork and the necessity of coordinating all services and resources to save time, minimize duplication, and assist with the various aspects of the child; no one person can be an expert capable of handling every facet of the child's life. It has been indicated that an effective program is a coordinated one in which all staff members can contribute.

The major problems in coordination are usually poor organization and/or poor communications between members of the team. Again it is the counselor's job to "sell" his program, to the administration, faculty, parents, and community. If he does not do it, no one else will! Therefore, he must see himself as a person but not "the" authority and he must be able to see others' worth and capabilities. He must be flexible when the need arises, patient beyond measure, and able to listen and be available to listen.

The administrator's role has been discussed earlier. His leadership is vital for a strong program; it is hoped that every principal and superintendent would be "guidance minded." If a program is of value so that the administration is actively interested, the impact upon the faculty will be greater. On the contrary, should the administration be negative toward the guidance program, chances for its failure are almost completely assured.

The teacher has been classified as the key person in the guidance program and she is, just as she is the key to any aspect of the curriculum. However, this fact does not negate the idea she does not need or would not welcome effective assistance. The guidance services aiding the teacher have been mentioned but the teacher herself contributes greatly to the guidance program. Because she is with the students usually in one room all day, she can observe them as they learn and socialize. She can spot problems, it is true, and refer them to the proper personnel. But her observation also affects her own classroom. Her techniques to include a shy boy into the group, the boisterous one in a place of leadership as well as a member of the group, the artistic one to help with the Christmas mural—these are activities which help the children develop mentally, socially, and emotionally. When planning special units of study she can incorporate their special interests and talents, as well as incorporating vocational information and social skills into their academic learning.

Further coordination between teachers and counselors is achieved through collecting personal data about each child; testing and interpreting the results as well as discussing their implications for the child, for the teacher and the classroom, and for the counselor and his interviews with the child and interested persons; and working out certain devices such as sociograms, autobiographies, and other means of knowing the child. These must be a cooperative effort; the counselor needs the teacher!

The counselor will work with parents frequently. Often they see him not only as an authority on children but as an authority on their own child. This in itself aids communication. But it must go further than this. The counselor cannot wait to be "hunted up"; he must make himself available and seek out the parents' help. Parent-teacher meetings, mass communication, telephone calls, and home visits all help the parents see the counselor as a friend who lends assistance. The elementary child cannot be divorced from his background; he must be understood in terms of it. Therefore, the tie must be strong between home and school so that he can adjust, learn, and grow. Often it is the counselor who can link the two together as no one else can.

Another way to further the team approach is the selection and utilization of a guidance committee. The authority rests with the administration who establishes such a committee and appoints and/or approves its members. The guidance personnel should lend their leadership but strive toward a more participant role so that the other faculty members, parents, or community members will feel free to voice their suggestions. Members are frequently included because of their established interest in guidance; however, it might be well to include some who are not so "sold." Their membership may help bring the program into its proper perspective and may, of course, gain their cooperation and support. The committee's function in general is to see that the guidance services are meeting the students' needs and it acts as a sounding board for ideas of change and improvement. To fulfill its purpose the committee should (1) evaluate the existing services, if any, or help establish a new program; (2) present new plans to the faculty through personal contact, newsletters, and faculty meetings; (3) assist in integrating the guidance services into the total educational program; (4) plan and conduct special studies in research and general data collecting; and (5) serve as active public relation agents.

The team effort must include other specialists as well: the librarian, nurse, social worker, attendance officer, speech and hearing therapist, to name only a few. To some extent these and others will be recalled when the discussion moves to the referral services. But the team approach must work if the goal of assisting all children to their utmost is to be attained; there is no other way. The emphasis is on the whole child; he cannot be cut into pieces and distributed. This is then the counselor's role—to coordinate all the services and people available to meet each child's needs. The team approach will work, but it will work only in proportion to the personal stature of each member on the team and the clarity with which he sees his task.

V. The Guidance Services in the Elementary School

Duties of the counselor have been discussed as well as his place in the team effort. This section will give attention to some of the specific services that the guidance personnel can offer. These services are often carried on simultaneously and may overlap at times; however, most persons would agree that counseling should be the major intent of the guidance services.

Counseling

Counseling has been defined as "extending emotional hospitality to a troubled and confused child." It is assumed at this point that the counselor is qualified, the physical facilities are adequate, and that the total school staff is cooperating with the program. It is then up to the counselor primarily to establish the proper counseling relationship or "atmosphere." He uses his knowledge of the counseling process, of human behavior, and of each counselee to establish an accepting and trusting relationship. He attempts to understand the child's problem or

concern as the child sees it and in turn tries to help him, his parents, and his teacher to understand the forces at work that create the concern.

Probably the most important characteristics of this relationship is the counselor's ability to listen—to make a personal investment in each counselee, yet at the same time to maintain some degree of separation. He must be able to convey this commitment to the students and his willingness to talk with them whenever they wish. The younger children may have difficulty in verbalizing because of limited vocabulary and meanings of words. However, these children can be met in the counseling service with success if the counselor is willing to listen very carefully, to be patient and try to help them express themselves.

The children may come for many reasons; they may come on their own, from teachers or parent referrals, or at the beginning of a new year from counselor-initiated interviews. As the program progresses it would seem that the children would make more self-referrals for here is a place where an adult will listen to each one, alone, with his attention focused directly on the child. In our fast-moving, impersonal world, this may be a once-in-a-lifetime experience. Each child will bring to the counseling session different needs, aspirations, and abilities; yet there are certain goals that may be expected from the service whether it is in the area of social, emotional, educational, vocational, physical, or personal adjustment. Broadly conceived these goals include (1) achieving self-understanding, (2) developing a healthy self-concept, (3) attaining appropriate academic achievement, (4) learning to deal with complex inter-personal relationships, and (5) alleviating personal and emotional problems. These goals are based upon the developmental approach and upon the idea that each individual can and has a right to make his decisions. Children need assistance in all phases of learning and counseling can provide that assistance.

There may be situations where individual counseling, the one-to-one relationship may not be adequate although this should be the primary emphasis of the counselor's service. Small group work has been done in regular classrooms for a long time; some of the same benefits gained in the classroom can be applied to group counseling and group guidance. Group guidance is a term usually given to a situation when information is disseminated. Many techniques can be utilized to explore educational, vocational, or social problems that affect the whole group or a major portion of that group; films and handbooks are often the means by which such information can be dispersed. General orientation to school or to test procedure or general rules of conduct may fall into the category of group guidance.

Group counseling is a process where similar interests or concerns can be discussed, especially those of a personal or social nature, where the peer group may be used in the problem-solving process and the counselor can reflect and draw out various group members. Because it is an active process it encourages each to participate and decisions made here are often more enduring. Pupils learn to speak and think more constructively; they learn to discuss in a critical or in inquiring manner; it is democracy in action. Group counseling then helps chil-

dren bring their problems into the open for discussion, to look at them from many viewpoints, and to develop their thinking processes. Groups usually are organized for children with common problems; frequently these will volunteer themselves for group counseling. But if there is a need and the children do not take the initiative, other techniques may be employed by the counselor. Results from sociograms or questionnaires may point to those with similar concerns; small cards with three possibilities: (1) I'd like to be in group counseling; (2) I would not like to be in group counseling; (3) I would not like to be in group counseling but I would like to see the counselor alone have proved appropriate for organizing small counseling groups especially in the intermediate grades. There may be a close connection between group and individual counseling; in many instances those involved in the group may seek further help in the one-to-one relationship, or from the individualized sessions it may be suggested that others are having a similar feeling, concern, or problem and that perhaps help could come through their sharing of ideas. The purpose of either technique is to help all children develop a healthful emotional self concept.

From the counseling interviews most problems of adjustment can be met. Hyrum Smith believes that the "problems of eighty per cent of all school children can be resolved in fewer than five interviews with a well-trained counselor." Whether this is accurate is immaterial; counselors can assist children. However, there may be those who come with problems that the counselor is not trained to help. The counselor's role enters the area of referrals whether it involves remedial teachers, social workers, clinical psychologists, psychometrists, health services, ministers, or law enforcement personnel, to list a few. This is the team approach extended to professionals and specialists within the community. There are special procedures in referrals and local districts may dictate others. Because these children are minors, close cooperation between the school and home is necessary. The referral agency should also be consulted and worked with before the counselee leaves the counselor. Many times this may be all that is necessary since some agencies are used only as reference source; but if the child is transferred to another agency for help the transition must be done as smoothly and supporting as possible. Usually the counselor will assume a minor role after the referral has been made but he continues to cooperate with the agency and will follow-up the child and his progress.

Data-gathering Techniques

As the counseling service seeks to assist the individual in his total adjustment, it is based somewhat on the knowledge that can be gained about him. The more that the counselor, teacher, parents and child can know about the child, the more easily his concerns can be known, understood, and accepted or changed. All school staff seem to be overburdened with "clerical" work; often the paperwork seems repetitious, time-consuming, and useless. Realistically, many times it is. But if there is a need to gather information, then there must be ways to

obtain it. The devices should be adequate, brief, and clear. The area of data-gathering is frequently used as the major "team effort"; when the teachers, who usually get the major share of the work, do not see its purpose or value, no wonder they rebel. Through good communication between counselor and teachers as to purpose and value and by utilizing the ABC approach to the forms themselves, the information can be gathered quickly and accurately and put to use, with those involved seeing that they are needed and the project is worthwhile.

The most common device perhaps is the cumulative record card or folder. Ideally the form should be so constructed that it can follow a child from kindergarten through the secondary school; this involves consideration of materials of which is made, size and accessibility, and items included. Provision for entering items are often in the following ten general areas:³

1. Identification and personal data
2. School history
3. Family and home data
4. Educational and mental development
5. Emotional development and attitudes
6. Social development and adjustment
7. Health and physical development
8. School experiences and plans
9. Special activities and interests
10. References to other sources of information

The information gained from the cumulative record card is usually shared with all interested persons. The files should be centrally located and used with care. Schools may differ in the location of such data but they should be available to both teachers and counselor so that they may know the children with whom they are dealing. Clerical assistants may do the recording particularly if duplicate sets are maintained. Health records may be located in the nurse's station, for example, but should be shared with those who need assistance. The broader objective for the cumulative record of knowing children can be delineated into five areas:¹⁵

1. To provide for each pupil an individual record of his achievement and growth from grade to grade.
2. To assist teachers, counselor, and others to understand the individual's abilities, interests, aptitudes, disabilities, etc.
3. To assist teachers and others to provide adaptation of the curriculum to meet the needs of the individual pupil.
4. To provide a basis for reporting to parents the progress and needs of their children.
5. To provide information for teachers, counselor, and others which will enable them to guide each student educationally, personally, and vocationally.

A second data-gathering technique usually employed is testing. The scores or profiles also may be included in the cumulative record. The organization, administration, and implementation of the standardized testing program is often provided by guidance personnel in elementary schools. Their responsibilities in this activity include: selecting appro-

priate tests and the grade levels at which the tests will be administered; co-ordinating the test schedule; articulating the test program to that of the total school test program; giving instructions for the administration, scoring, and recording of test data; serving as a consultant to groups of teachers and parents in the interpretation and use of test results; preparing class, grade, and school charts of test results; and evaluating the tests in use.

If the testing program is to have value—that is, if its results are to be used—it must be planned and planned well. The best testing program for any school will be one based on consideration of such factors as the characteristics of the student population, the objectives toward which the school is striving, and the availability of trained personnel to schedule, administer, and interpret the tests. Planning the testing program involves the following considerations:

1. A test committee headed by the school counselor or director of guidance and including teachers who represent each grade and the school administrator must be appointed.
2. There should be articulation with the other school levels within the school system. Continuity must prevail in the testing program of elementary and secondary schools to insure adequate longitudinal test performances for each youngster.
3. In selecting tests for the school program, consideration must be given to such criteria as validity, reliability, normative data, and administrative feasibility.
4. Planning must also include an in-service education program for teachers in the use of test data.

The basic purpose of testing at the elementary level, as at any level, is to provide school personnel with samples of student behavior from which can be drawn understandings and knowledge of pupils to plan more appropriate educational experiences with them. Tests are given to provide insight into the needs and differences of pupils within a given classroom, grade, or school. They enable school personnel to assess a pupil's readiness for work, to form evaluations of previous learnings, and to identify personal and emotional adjustments.

Other uses and values of the results of standardized testing programs include:

1. They are useful in diagnosing scholastic disabilities.
2. They are the best single criterion to identify bright students or retarded students.
3. They are useful in identifying group variations, similarities, and individual needs.
4. They provide objective data to assess whether a pupil's achievement is commensurate with his ability.
5. Projective techniques in the hands of a clinician may indicate emotional disturbances. Personality inventories may give leads to emotional problems.

The administration of appropriate tests at appropriate levels and the timing and scheduling of such tests are problems that must be worked out by counselors, teachers, and administrators at each elementary school. The educational philosophy and purposes within each

school district will condition the uses and placement of tests throughout the grades. For example, if school officials view kindergarten as primarily a pre-academic experience, this will enter into the decision on when to use a readiness test.

Optimally, a guidance program in grades K-8 includes the administration of three standardized group tests of scholastic ability and five or six standardized group tests of achievement. The grades selected for testing will vary with the organizational pattern of the school district since tests are more profitably given when pupils can use them for self appraisal, which is encouraged when pupils have certain decisions to make.

Standardized tests are of value in the guidance of the pupil in that they yield information which will help teachers, counselors, and administrators make decisions about the school program for each pupil as he progresses through school. However, some of the cautions which must be borne in mind as one applies test data are:

1. Results of one test should never be considered conclusive evidence of a pupil's ability or achievement; it is preferable to have two or more samples of test performances.
2. Some tests—projective techniques, individual intelligence, diagnostic tests—require clinical or extensive training and experience in their administration and interpretation.
3. Teachers who administer tests must establish good working relationships with the group and must adhere to the directions for giving the test if the test is to be a valid and reliable sample of the student's behavior.
4. Individual tests generally give a better indication of the pupil's behavior than group tests. Group tests give a general picture useful as a guide for planning for a group of students.

A third device usually employed in data gathering is observation. Frequently this observation is at random, and follows no set form. It can be deliberate, and the observer may take notes. But observation should involve critical awareness, not blind eye movements, a special looking and special watching if it is to serve as a source of information. As a rule continued and directed observation is essential to provide an adequate and accurate picture of the child and the greater the number of directed observations and the more varied the situations, the more extensive are the findings. Through planned observation the teacher or counselor learns much about the child which will benefit him in terms of his own progress and adjustment, while the teacher's or counselor's reward is in terms of increased understanding of causes and effects.

From observation anecdotal records can be made; these are reports of incidents of behavior. It is important that these be recorded regularly if they are to have meaning. A true anecdotal record contains only accurate statements of behavior, free of interpretation or personal reaction of the observer. There are obvious limitations to this means of gathering information: time-consumption, lack of objectivity, misplaced emphasis on a single item, and delayed recording. But they can be of value in parent-teacher-counselor conferences, follow-up studies,

case conferences, and other such avenues of cooperation. Some principles to follow in writing anecdotal records include the following:³

1. The anecdote should be stated objectively and in specifics.
2. The background of the incident should be described separately from the anecdote itself.
3. If an evaluation of an incident is given, it should be stated separately from the description of the incident.
4. If the anecdote is to be part of the record, it should be written so it will be meaningful to others.
5. The anecdote should be dated.
6. If several teachers are keeping anecdotes on a child, the name of the writer should be indicated.

Because of poorly written or emotionally shaded records, they are often removed from the file as it moves to a new teacher or another school. Such poor records should never have been made; but if they were, for the student's benefit, he should not have to "live them down," and their destruction is justified.

Often observation of personal and social behavior needs to be confirmed. One of the primary techniques for gathering such information is sociometrics. This device which seeks to assess the social relationships in a given group can be used for a variety of purposes. Sociometrics can identify the subgroups within a classroom so that instruction may be more intelligently planned and directed, group work established, group guidance carried on or even the establishing of a seating plan. They identify "stars" or leaders of the class and subgroups as well as the isolates. After these data are gathered, manipulation of circumstances may progress so that qualities of leadership can be developed, and adjustment made to include those who need to improve their interpersonal relationships. The technique is rather easily administered by the classroom teacher. Such items as (1) three people I'd like to sit near, (2) three people I'd like to study with, (3) three people I'd like to work on a party committee with, or (4) someone I would not want to sit with may give the needed information. Questions should be constructed on the grade level and interest level of the group as well as for the purpose the results will serve.

Whenever students take tests or fill out sociometric inventories, they give information about themselves. They may also reveal a great deal about themselves in their everyday class activities and these can be geared toward guidance purposes. The autobiography has long been used as an educational tool but less frequently as a guidance instrument.

For elementary pupils in the fifth grade and above, the autobiography has often been used as a data gathering device. As such, the autobiography has certain advantages: simplicity of administration, inexpensiveness in terms of cost, provision of longitudinal data when collected over the elementary and secondary years, and provision of information not supplied by other devices. Autobiographies vary from the highly structured (specific items to write about are given) to the unstructured type. Researchers have tended to find that the unstructured autobiography enables the writer to express more of his feelings and attitudes, while the structured approach usually yields more educational

information. In the elementary years, when pupils are less able to express themselves in abstract concepts, a structured autobiography seems to be more practical and often it is not used, therefore, in the primary grades. It has been suggested that the autobiography be written part by part in connection with such units of study as "Learning About Myself" within the classroom. The division in writing would allow for the short attention span of the younger student and perhaps give a more accurate account about the child. Questions or areas for coverage should be discussed with the children before writing is begun so that a common understanding exists. The autobiography should be a creative writing exercise. If emphasis is placed on grammar and construction, the value of expression of feelings and attitudes may be lost. If the autobiography is to be used as a guidance tool, the children should be assured that the contents are confidential and no one else will see it unless they give their permission. The students have a right to know what will happen to the information given; all relationships with the students should be built upon mutual trust and understanding.

Another area of general classwork that reveals information about the child is his art work. This device has been used in the counseling interview itself, not for diagnostic purposes, but to help the child communicate. Children will write or draw about things they know; this in itself aids the counselor or teacher in understanding them. One example of such self-expression was in a picture of a child's family where it was noticed that the father's face was red. The counselor explained that in reality the father was an alcoholic whose face often was red. A word of caution should be given, however. Unless a person is trained in analysis of such art work, care should be given that one does not misinterpret. One such example was the great concern of two parents over their daughter's extensive use of black in one picture for black "means" aggression. Upon investigation, however, they were relieved to find that the black marker belonged to her brother who had forbidden her using it. When she found it by accident she decided to make the most of opportunity! But creative art work can be as informative as an autobiography and may serve as clues for behavior or, as previously suggested, when used in the counselor's office it is useful in helping the child express himself.

Sociodrama is a useful technique for the solution or partial solution of classroom problems which arise in such areas as discipline, playground conflict, self conceptions, family problems, and other personal-emotional conflicts. In using role playing techniques, members of the class are chosen to act out the problem. Sometimes both right and wrong ways for doing things are acted out. The value of role playing is that the persons involved gain empathy with the role and an understanding of nature of the problem involved.

Observation to be meaningful it has been said should be carried on in a variety of situations. One of these which is inherent in the elementary school is play. Play is a little girl cuddling a doll, a boy bravely warding off an Indian attack, a trip on a rocket ship to the moon, the re-enactment of an experience in life. Play offers release; it offers the child the opportunity to assume a new role, the chance to

gain better muscular coordination, the chance to gain insight into the behavior of those around him, a way of learning more about himself, and best of all perhaps, the chance to have "fun." Every child finds play a natural means of expression, though not all children are able to participate in the same type of play. In observation of play much can be learned of the child's hopes, fears, joys, and sorrows. Both the manner in which a child approaches a situation and the way in which he deals with it are important to the observer. When play is used in counseling processes it may be a means of communication. When it is used for *therapy*, "the child is given the opportunity to play out his accumulated feelings of tension, frustration, insecurity, aggression, fear, bewilderment, and confusion. By playing out these feelings he brings them to the surface, gets them out in the open, faces them, learns to control them, or abandons them. When he has achieved emotional relaxation, he begins to realize the power within himself to be an individual in his own right, to think for himself, to make his own decisions, to become psychologically more mature, and, by so doing, to realize selfhood."²

The counselor's office should be equipped with familiar objects so that the children if they wish may play. Objects often found there that aid verbalization and self expression are puppets, clay, dolls, doll houses and furniture, masks, blocks, picture books, and art materials. One school that was particularly needy in this area found that the older children in creative arts class wanted to design and build a doll house for the counselor's office. These objects can be used in group counseling and in role playing to help make the situation "real." While play *therapy* must be reserved for clinicians, the counselor can make use of play as an avenue to know the child.

Play activity, then, provides the child with a familiar and happy situation linking school with home; it furnishes both the child and the school staff with valuable information; play serves as a stimulant for learning and over-all development in the emotional, intellectual, physical, and social areas; and it serves as a means of selecting the child who needs more specialized assistance and in itself has therapeutic value.

Pictures, stories, films, unfinished sentences or stories can be used by both teachers and counselor, not as clinical instruments, but as motivating devices to help children verbalize their feelings and thoughts. These are often used in group guidance or counseling as well as in regular classroom instruction and discussion.

Consultation

The role of the counselor has been discussed in connection with his work with teachers and parents, and how each person interested in the child can contribute to the goal of assisting him to achieve his potential and adjust to the world around him. Since the counselor is found in the elementary school, his main service of consultation will be with teachers second only, of course, to assisting the children themselves. Even if there is a close cooperative understanding established, the counselor is wise to further this by picking times to meet with teachers when they have time. The most favorable time to consult

teachers is when they are relaxed and have a receptive attitude; the teacher must also feel a need for the information. Therefore, one of the most valuable times for this consultation is immediately after the child's interview, particularly if he came on a teacher referral. Informal talks with teachers in the lounge, halls, and on the playground are usually successful. Mutual sharing of information and consideration for the other's time will build a happier, stronger program that will meet the needs of the children it is designed to serve.

Parent conferences should be planned with the parent's time in mind. Often the consultation must take place "after hours" so that the parents can be reached. When the conference is approached as a way to help their child, parents will welcome such assistance and if further meetings are necessary they will take the counselor's time into consideration. If parents visit the school, the counselor's office should be open to them. Since the counselor is there to serve the child, his parents, and teachers, he must be flexible to meet these demands upon him.

The counselor may find himself involved in case conferences which involve teachers, nurse, and other specialists. Pre-planning is necessary to gather the data pertinent to the situation. The goal of such consultation is to see the child from many viewpoints and through this more complete knowledge assist him. An added value is the broadened scope of helping resources made available.

Orientation

Careful attention must be given to the transition of pupils from the home to the school, and from the elementary to the junior or senior high school. These points of transition are important psychologically for the pupils moving through them. If careful, systematic plans are not developed for these critical periods, much of the value of the elementary school guidance program will be lost. Pupils and parents often have mistaken or incorrect ideas about school practices and procedures—ideas which can be corrected by a carefully administered orientation and informational program.

Meetings for parents and pre-school children are often arranged by elementary counselors who believe that guidance must start early in the school career of their pupils. Such meetings provide two-way communication between the school and the parents in which both can exchange information and plans.

Pre-school orientation enables the pupil and his parents to visit the school and to become more familiar with the physical facilities. Also, in most orientation programs, the pre-schooler and his parents meet his teacher. Such programs enable the teacher to discuss with the parents the learning activities which will be stressed during the coming year, and enable school personnel to acquire some necessary pertinent information about the pupil and his home.

Some pre-school orientation programs include a series of meetings or study groups for parents. Such study groups usually give the parent an opportunity to study children and to discuss his problems with other parents and with school personnel. They benefit the school by fostering closer contact with parents.

Letters, bulletins, and school newspapers are often used advantageously in orientation programs as a means of providing common information such as the daily schedule, the length of the school day, pupil activities, and lunch provisions. Such materials provide a supplement to personal contact with parents.

The transition from elementary to junior high school may be as difficult for the pupil as was his initial transition from home to school. In moving from elementary to junior high, the pupil encounters such changes as new physical surroundings, many teachers rather than one, a larger enrollment of pupils, and, in many schools, departmentalization of instruction. Orientation programs to prepare pupils and parents for these changes have been approached in many ways. All too often, they consist simply of visits to the junior high school and the dissemination of school handbooks. Among the many practices the modern school is using to expand the orientation program in meaningful ways are:

1. Elementary and junior high school staff planning sessions
2. General meetings with parents conducted by school staff to familiarize the parents with changes involved in the future school program
3. Visits by selected junior high pupils for talks to elementary pupils
4. The preparation of orientation materials for pupils and parents explaining the "new" school situation
5. The transfer of pupil records
6. Visits by elementary pupils to junior high school buildings, classes, teachers
7. Presentation and discussion of junior high school "life" by elementary teachers in their classrooms

Orientation programs can be too elaborate and over-organized. The guiding purposes should be to provide:

1. Students with an opportunity to identify with fellow students on the coming school level to become acquainted with the new school
2. Parents with information on the educational program and personnel
3. School personnel with information about their future pupils

Evaluation of the effectiveness with which the school is achieving these purposes can take place through formally prepared parent and pupil questionnaires, and through formal and informal observations of pupils as they move through their first year of the school program.

Public Relations

Another service performed by the counselor is that of the public relations. The team approach necessitates many knowing about and participating in the program. As the services help the students and parents, the program will become known. As the use of community resources are made available to the school personnel, the program will become known. But the counselor in the beginning and continuing throughout the program must "sell" his program to the community in general. Use of mass communication, displays, civic meetings, books and pamphlets, newspaper articles, calendar of activities, reciprocal visitations, newsletters, and committees are some of the ways to reach the public;

and informed public is a helping public and the guidance program must be brought to the public in the perspective of its relationship and value to the total educational program.

Research and Evaluation

The school counselor will be responsible for conducting evaluative studies of the guidance program. He and the other school officials will need such studies to serve as guidelines for revising and adjusting the program. If they are to plan ahead, they will need to know the results of such services, which constitute a sound basis for effective evaluation.

Whenever a counselor sets out to evaluate the guidance program, he encounters several difficulties. For one thing, should the criterion of success of the program be that of pupil satisfaction or that of pupil adjustment? Some counselors believe the best evidence of the value of the guidance program is what the pupils think about it. Other counselors point out that social convention could well cause pupils to report favorably, and that adjustment is the best test of a good guidance program. To determine adjustment, they use such objective and statistical evidence as decline in drop-outs, changes in school marks, or numbers of subjects dropped or changed. Or, they have some objective observer rate the degree of adjustment by individual pupils.

Another problem for the counselor in evaluating his program is that of securing an adequate control group. Even if he matches his control group to his experimental students by age, IQ, home and social background, he still has a problem in that those who come for counseling (experimental group are motivated to seek counseling and are different from the control group) have a different motivation than those students who have not (control group).

Evaluation is further complicated by the lack of objective and specific criteria in the areas of human relations and equation. Also, so many factors, such as the home and the community affect the adjustment of the pupil that it is difficult to assess just what part the school's guidance program has played.

Commonly, the school counselor tries to evaluate such things as:

1. Were there any noticeable changes in pupil behavior?
2. Has underachievement been reduced?
3. Is there a relaxed atmosphere in the school and in the classroom?
4. Do students have knowledge of such things as requirements for jobs, college?
5. Do parents have some knowledge of the school's program?

Any school which offers guidance services to its student body should recognize that it can render a valuable service to research even though it may not actively carry on a formal program of experimentation. Following are some suggestions:

1. Compare groups on the basis of standardized test results and identifying changes over long periods of time
2. Obtain longitudinal data on students including follow-up data for students who have availed themselves of guidance services

3. Compare before and after attitudes toward guidance of teachers involved in an inservice training program
4. Improve the efficiency of the school's filing system by determining what data are available for each student and the location and use of these data
5. Compare procedures used by different personnel

VI. Summary

This bulletin has attempted to pull together many ideas concerning elementary school guidance. There is a need for schools to assist children in a personal way to meet the demands of life. Recognizing the lack of qualified personnel, the federal government has extended financial aid to elementary schools for counselors and their services. Universities, realizing the need for qualified personnel, are beginning to adjust their curriculum for elementary school guidance. It is hoped that states will follow with certification requirements specifically for this position. The role of the counselor has been discussed as it applies to students, teachers, parents, and other personnel; the emphasis has been upon the team approach where persons work together to assist the child. But the child is the focal point in the guidance services as he is in the total educational program; guidance as seen here is for all children and assists with all aspects of their lives.

Since the NDEA was extended to include elementary schools, Indiana has used such funds available to initiate experimental or "pilot" projects in elementary school guidance around the state. These pilot centers serve as models for other school corporations and as a means of gaining information about procedures and techniques at this level. The following are some of the guidelines for the participating schools in Indiana:

1. Any school corporation within the State of Indiana is eligible to participate. Corporations do not have to participate in the NDEA program at the secondary level to be eligible.
2. All pilot programs will be financed by the Division of Pupil Personnel and Guidance Services of the State Department of Public Instruction with funds made available through Title V-A, NDEA. This support will pay the salary of the counselor based on the local salary schedule. In addition to this, the counselor will be paid two weeks before and two weeks after the regular school year. The purpose for this payment is so that planning may take place at the beginning of the school year and evaluation carried out at the end of the program. This policy is effective at least through 1967.

The school corporation is expected to provide office space, furniture, clerical assistance as needed, office supplies and miscellaneous expenses.

3. Counselors employed by the local school to staff these programs must spend 100% of their time working with students in grades K-6. It is not the purpose of this program to staff 7th and 8th grade programs.

The counselor-pupil ratio in the schools participating should not exceed approximately 1-400. This means that elementary schools having an enrollment of 800 would need two counselors.

Part-time counselors should not be employed. A school having an enrollment of 600 should employ two full-time counselors rather than one and one-half counselors.

4. In order to be eligible to participate in this program, schools must employ counselors who meet the following requirements:
 - a. Hold a Master's Degree with a certificate in guidance and counseling
 - b. Have at least one year of experience in elementary schools
 - c. If possible a practicum in counseling with elementary students should have been included in the training program.
5. Schools participating in these pilot programs can expect frequent visits from officials of the State Department of Public Instruction and other schools.
6. A series of monthly meetings will be held which will include all of the counselors in the state participating in these pilot programs. The purpose of these meetings will be to plan research, discuss appropriate procedures, and other in-service education techniques. These meetings will start prior to the opening of school and continue through the school year.
7. The persons employed in these programs will be members of the local school corporation staff and as such responsible to local school officials. It is hoped, however, that schools participating in the program will cooperate to the fullest extent in making these programs meaningful.

Even though evaluation is difficult several procedures have been tried within each school. In their narrative reports' bulletin which is assembled and published separately, their progress, procedures, and techniques can be found. However, a few comments that the three major groups have made, i.e. students, parents, and teachers are copied here in part.

From students:

"I have been helped by my counselor to express my feelings to other people and not to be afraid to tell them. I think that counselors are very helpful because they seem to know how we feel."

"I've been helped by the counselor to understand people better and to understand individual differences. And how to get along with friends. I think it is good to have a counselor because we can talk about our problems together or if it is a personal problem you can talk about it privately."

From parents:

"I believe the new guidance program has been a big help in our area. I do hope it will be continued. It has given me, a parent, a peace of mind I didn't think was possible. I know now that everything possible is being done to help my child through the all-important formative years.

I feel that it is helping me to be a better parent in that I have a much better understanding of my children. The meetings of parents with the guidance counselor in groups is most helpful here.

The new guidance program is a valuable asset to (school) and I believe would be useful and successful in every grade school. Our children are the future leaders of our nation and to guide them into becoming straight-forward useful citizens cannot be emphasized too much."

"The guidance program in the elementary school has already proven to be a valuable asset to our children.

For example, our son was being talked to in terms of a vocational high school last spring. Our counselor tested him late in the summer and this testing together with (counselor) personal contact with him has completely changed the picture. I realize that this is over simplification, but without the introduction of the guidance program, I am firmly convinced that he would have eventually become a dropout.

The experiment with 'parent therapy' (my own term) for the parent of the 'underachiever' is also proving to be most helpful. I have already noticed a difference in my attitude. It is also comforting to know that other parents face the same situations we do.

I know some people are advocating that the program be centered around the 'deprived' child. I have no quarrel with this point of view, but I do believe it is a question of definition. Who is to say what is 'deprived'? Any child needing help in any phase of his school life is deprived if the help is not available.

I can only hope that this excellent program is soon available to all children in our community and hopefully in our nation."

From teachers:

"The Elementary Pilot Guidance Program, in our school, has been very helpful to me in understanding my students. I have been able to identify pupils who need special attention and through the counselor, utilize means of combating the problem. I have been able to understand that home conditions, instability and many characteristics play an important role in relation to my students achievements and weaknesses.

Through the counselor's guidance the testing program has been greatly beneficial. Students have a tendency to want to do a better job to get his approval and to make an impression.

The program has helped the students identify themselves and take an interest in their school work as well as other activities. They seem to accept the counselor as a friend. Someone to go to and share their problems and someone that will listen to them rather than scold or harass them.

The Elementary Guidance Program has been a success in our school and will do much to assist the teachers in the future. In my opinion, the program has been needed for sometime and it should become a definite (permanent) part of our school program."

"I understand there have been questions asked concerning the merit of our Guidance Counseling Program. Because of the many times I have been privileged to turn to this help, I feel I should comment on its value.

This school year as never before I have the satisfaction of knowing that regardless of how great the problem that arises in my room or how many problems confronting any of my students can have immediate help.

Citing specific cases—two especially come to mind—the two boys who were misplaced according to grade level were discovered early. The problem was taken into consideration, testing was given, parents were contacted and now thanks to our counselor, we have two well adjusted children. They are having the privilege of working on a level where they can get the most help.

Many grave problems other than academic have been discovered and because of the counseling (counselor) gave these children and the careful follow-up they are now becoming well adjusted and happy.

I think it would be a miscarriage of justice if this counseling privilege was denied us."

These statement are not adequate for complete evaluation of the Indiana pilot programs in elementary guidance, but they express in essence that guidance is needed at the elementary level and the need can be met through the elementary school counselor and his services. By early identification of needs and assistance given to the child through the team approach, the child can realize and develop his talent, become self directed, and contribute to society in a successful way.

Additional help for establishing elementary guidance can be secured through Title I of the Elementary School Education Act which provides for the culturally or educationally different. Guidance materials such as pamphlets, tapes, and filmstrips can be received through Title II of ESEA which provides funds for strengthening library facilities. These are only two sources of financial aid in addition to the Title V-A of NDEA that can help in this program. Located in the Appendix are some of the referral agencies that the Indiana guidance personnel may utilize; the list is not complete and those from other states should be aware of the agencies available to them.

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**Some Indiana Referral Agencies
For
Elementary School Personnel
Blind and Partially Sighted**

Allen County League For The Blind, Inc.

Address: 227 East Washington Blvd., Fort Wayne. Phone: 743-5471

Type of Organization: Private.

General Purpose and Function: To provide an organized, professionally staffed program of services designed to meet the rehabilitative needs of blind people in the Allen County area.

Persons Served: Any child or adult of any age who is legally or totally blind and is residing in Allen County may apply for services. Persons not legally blind but with severe visual losses, or who are progressively going blind, may also be considered for services. Persons living outside the county or who intend to take up residence in Allen County will be considered for services.

Application Procedure: Visit, write or call the agency.

Financed By: Contributions.

Indiana School For The Blind

Address: 7725 College Ave., Indianapolis. Phone: CL 1-9241

Type of Organization: Public.

General Purpose and Function: To provide a program that is strictly educational in nature. It includes training in academic subjects, beginning with the first grade and leading to graduation from high school. This training is supplemented by classes in woodworking and general shop, chair caning, piano tuning and repair, rug weaving and needle crafts.

Persons Served: Students between the ages of 6 and 21 whose parents or guardians are residents of Indiana are admitted. Their eye exam must show vision of 20/200 or less for admittance.

Application Procedure: Write the school for application form.

Financed By: Federal and state tax funds.

Indiana Society For The Prevention of Blindness

Address: 1100 West Michigan St., Indianapolis. Phone: ME 5-4683

Type of Organization: Private.

General Purpose and Function: To prevent blindness by vision testing of preschool children, by screening for glaucoma, sponsoring research

in ophthalmology and by general education of the public regarding the danger signals of blindness.

Persons Served: No restrictions.
Application Procedure: Call or write this office.
Financed By: Contributions.

Indiana State Library Services For The Blind

Address: 140 North Senate, Indianapolis. Phone: ME 3-5404

Type of Organization: Public.

General Purpose and Function: To provide books, both in embossed type and recorded, under the auspices of the Division for the Blind, Library of Congress. To provide books and other tangible apparatus for visually handicapped school pupils.

Persons Served: Must be legally blind. No age restrictions.
Application Procedure: Contact this office for specific information.
Financed By: Federal and State tax funds.

Smith Memorial Industries For The Blind, Inc.

Address: 1948 Massachusetts St., P.O. Box 1655, Gary. Phone: 3-7888

Type of Organization: Private.

General Purpose and Function: To render assistance and opportunities to individuals who fall in the classification of commercially blind; also individuals who have other types of physical defects.

Persons Served: Those in need of the service offered who are blind or otherwise handicapped. Age range is from youth up.
Application Procedure: Apply in writing or in person at this address.
Financed By: Sale of products.

Deaf and Hard of Hearing

Allen County Deaf Children, Inc.

Address: 2923 Shawnee Drive, Fort Wayne. Phone: 745-3240

General Purpose and Function: To sponsored preschool-aged deaf children until they are 3 years old and eligible to attend the public school Oral Training Center.

Persons Served: Deaf children from 18 months to 3 years of age. Deaf children over 3 years of age may be eligible for the Oral Training Center.

Application Procedure: Contact the office.
Financed By: Contributions.

Ball State Teachers College Speech and Hearing Clinic

Address: Muncie. Phone: 285-4633

Type of Organization: Public.

General Purpose and Function: To provide teacher training in the areas of speech and hearing therapy and deaf education; an outpatient clinic operated for children and adults with speech and/or hearing disorders; and a summer boarding clinic maintained for speech and hearing handicapped children.

Persons Served: Adults and children with speech and hearing problems.
Application Procedure: Persons may be referred by a physician, nurse, principal, teacher or by self-referral.
Financed By: State tax funds.

Evansville Council for the Deaf and Hard of Hearing, Inc.

Address: P.O. Box 272, Evansville.

Type of Organization: Private.

General Purpose and Function: To promote the health, education and welfare of all hearing handicapped persons; sponsor a program of public information and education; provide for rehabilitation services; assist other groups working for the benefit of the hearing handicapped.

Persons Served: Hearing handicapped children and adults of all ages.

Application Procedure: Contact the Council at the above address.

Financed by: Contributions.

Fort Wayne Hearing Society

Address: 1027 East Wayne, Fort Wayne. Phone: 742-3837

Type of Organization: Private.

General Purpose and Function: To secure proper hearing aids and accessories for hard of hearing; to hold monthly meetings for lip reading training.

Persons Served: All hard of hearing.

Application Procedure: Contact the address listed above.

Financed By: Fees.

Hearing and Speech Center of St. Joseph County

Address: 208 North Ironwood Drive, Mishawaka. Phone: BL 9-3736

Type of Organization: Private.

General Purpose and Function: To detect hearing loss in children and adults, to conserve hearing and speech, to rehabilitate those so handicapped and to educate the public regarding hearing health.

Persons Served: It is requested that an applicant shall have had a recent physical examination and/or specific medical examination before acceptance for service. Priority is given to county residents of preschool age and to adults needing service.

Application Procedure: Make verbal or written application for a specific service following referral by a physician.

Financed By: Contributions and fees.

Hearing Commission

Address: 1330 West Michigan St., Room 379, Indianapolis 46207.

Phone: ME 3-6671

Type of Organization: Public.

General Purpose and Function: To effect joint administration of the Indiana State Board of Education with oral training centers for the deaf, within certain of the Public Schools of Indiana. Also, to coordinate generally, activities of the state in the education of hearing-handicapped children.

Persons Served: Educable children, between the ages of 3 and 20, who have a hearing deficiency to the extent that it is impracticable or impossible for them to benefit from the normal classroom program of public school, and whose education requires a modification of the normal classroom program.

Application Procedure: Contact the Superintendent of Schools at the appropriate oral training center. Centers are located in the public schools of South Bend, Evansville, Fort Wayne, and Elkhart.
Financed By: State tax funds.

Indiana School for the Deaf

Address: 1200 East 42nd St., Indianapolis. **Phone:** AT 3-1378

Type of Organization: Public.

General Purpose and Function: To properly prepare severely hard of hearing and deaf children of Indiana to assume the full responsibilities of citizenship, economic sufficiency, social adequacy and independence. This is accomplished by a staff of trained teachers of the deaf and an adequate educational program including vocational training.

Persons Served: Pupils may be between the ages of 5 and 20 and must be possessed of sufficient mental ability to acquire an education and be physically capable of adapting to school life. Pupils must have a hearing loss of sufficient severity to prevent successful progress in the regular public schools.

Application Procedure: Send applications for enrollment to the superintendent at this address. Parents or guardian (or assisting state agency) should give in writing, full name and address of parents, age, and sex of child and previous school experience, if any.
Financed By: State tax funds.

Indiana University Speech and Hearing Clinic

Address: Indiana University, Bloomington. **Phone:** 337-6251

General Purpose and Function: To provide outpatients diagnostic and therapeutic services for speech and hearing handicapped persons. To provide intensive treatment for school age children whose disorders are so severe they cannot be handled in their own community. A residence is available for those who must transfer to Bloomington in order to be enrolled.

Persons Served: Persons of any age who are defective in speech and/or hearing. Children accepted for the Residence Clinic must be more than five years of age, be able to walk, and of normal intelligence.

Application Procedure: Write to Outpatient Service at the above address.
Financed By: Federal, state and local tax funds, contributions, and fees.

Indianapolis Speech and Hearing Center, Inc.

Address: 615 North Alabama St., Room 107, Indianapolis. **Phone:** ME 5-4470

General Purpose and Function: To provide diagnosis and therapy services for all types of speech disorders in children and adults; testing therapy for hearing disorders in children and adults; and education of the public concerning speech and hearing disorders. Pre-school deaf and language nursery 5 days per week by appointment.

Persons Served: No special requirements; all ages served.

Application Procedure: Call or write this office for an appointment.
Financed By: Contributions and fees.

Purdue University Speech and Hearing Clinic

Address: West Lafayette. Phone: 92-2615

Type of Organization: Public.

General Purpose and Function: To provide services for children and adults manifesting articulation problems, phonation difficulties, stuttering, cleft palate, aphasia, cerebral palsy, and so forth. Programs offered in the area of speech and hearing disorders include: diagnosis, consultation, outpatient service, children's clinic, adult clinic, audiology clinic, hearing aid evaluation service, public school hearing test service.

Persons Served: Preschool or school aged, adult, and senior citizens who are residents of the State of Indiana.

Application Procedure: Contact the clinic at this address.

Financed By: State tax funds.

Mental and Emotional

Achievement Center for Children

Address: 502 Russell, West Lafayette. Phone: 92-2921

Type of Organization: Public.

General Purpose and Function: To provide outpatient diagnostic and counseling services to children with problems of achievement, and counseling services to parents and agencies dealing with such children.

Persons Served: At present clients who are residents of Tippecanoe County are served without charge. Age range served: 15 years and younger.

Application Procedure: Clients are referred through physicians and/or school systems.

Financed By: State and local tax funds and fees.

Adult and Child Guidance Clinic for La Porte County

Address: 701 Washington St., Michigan City. Phone: TR 2-7279

Type of Organization: Private.

General Purpose and Function: To supply psychiatric diagnosis and treatment services.

Persons Served: No age restrictions. Must be a resident of La Porte County.

Application Procedure: Appointments may be made at the clinic for an initial interview or the family physician may make referral.

Financed By: State and local tax funds, contributions, and fees.

Adult and Child Guidance Clinic of Elkhart County, Inc.

Address: 224 West High St., Elkhart. Phone: JA 2-4522

Type of Organization: Private.

General Purpose and Function: To provide diagnosis and treatment services for emotionally disturbed children and adults, and consultative services to other community agencies.

Persons Served: All ages. Patients must be residents of Elkhart County, or the principal family wage earner must be employed in Elkhart County.

Application Procedure: Personal, written or telephone contact may be made to the clinic. A questionnaire is sent to all who apply, and an appointment is not made until the questionnaire is returned.
Financed By: State and local tax funds and fees.

Bashor Methodist Home for Boys

Address: R.R. 33, Box 253, Goshen. **Phone:** Dunlap 875-5420

Type of Organization: Private.

General Purpose and Function: To serve the following types of children: dependent, neglected, and emotionally disturbed. Services offered include: casework, remedial reading, professional tutoring, and services of Oaklawn Psychiatric Center, Elkhart.

Persons Served: Dependent, neglected, and emotionally disturbed boys, age range 8 to 18. Licensed capacity 20.

Application Procedure: Make application for services through the caseworker. Preplacement visit required before final acceptance. All applicants are accepted on the basis of whether or not the program will meet the needs of the child. Applications must include: complete social history, complete psychological evaluation. An IQ test in itself, is not sufficient evaluation.

Financed By: Methodist church, contributions, and fees.

Bethany Children's Home

Address: 918 Highland St., Hammond. **Phone:** WE 1-6669

Type of Organization: Private.

General Purpose and Function: To provide a treatment center for emotionally disturbed children.

Persons Served: Children must be recommended by the Lake County Mental Clinic for residential care. Age range: 5 through 12.

Application Procedure: Make application to the Lake County Mental Health Clinic.

Financed By: Contributions.

Bethel Home Place

Address: R.R. #1, Gaston. **Phone:** Skyline 9-5470

Type of Organization: Private.

General Purpose and Function: To give wholesome family group living to boys who for some reason cannot live with their own families.

Persons Served: Any boy from age 9 to 16 who is not too low in IQ or too disturbed emotionally to fit into a public school program.

Application Procedure: Make application to the director for admission.

Financed By: Contributions and fees.

Butler University College of Education, Department of Clinical Services

Address: 4600 Sunset Ave., Indianapolis. **Phone:** WA 3-3451 Ext. 329

Type of Organization: Private.

General Purpose and Function: To provide psychometric evaluation and counseling.

Persons Served: School age children and youths; adults requesting vocational counseling.

Application Procedure: Self-referral. Contact this office by phone or mail.

Financed By: Fees.

Child Guidance Clinic of Marion County

Address: 1949 East 11th St., Indianapolis. **Phone:** ME 2-5381

Type of Organization: Private.

General Purpose and Function: To supply a mental health resource for the children of Marion County, providing evaluation and treatment of emotional difficulties of children, consultation with other agencies, public education, professional education and training of psychiatric personnel, and research.

Persons Served: Children up to 17 years of age. Must be residents of Marion County.

Financed By: State tax funds, contributions and fees.

Child Guidance Clinic of Wayne County, Inc.

Address: 54 South 15th St., Richmond. **Phone:** 2-6130

Type of Organization: Private.

General Purpose and Function: To provide diagnoses and treatment to families of children with emotional problems.

Persons Served: Children and their families.

Application Procedure: Contact the office for an appointment.

Financed By: State and county funds, contributions, and fees.

Evansville College Special Educational Services

Address: Evansville. **Phone:** GR 6-1341, Ext. 45-46

Type of Organization: Private.

General Purpose and Function: To evaluate and treat educational and vocational problems.

Persons Served: No restrictions. All ages served.

Financed By: Fees.

Fort Wayne Guidance Center

Address: 1110 W. Washington, Fort Wayne. **Phone:** 743-7563

Type of Organization: Private.

General Purpose and Function: To provide diagnosis and treatment services for emotionally disturbed children and consultative services to other community agencies.

Persons Served: Age range up to and including 16 years. Treatment service limited to residents of Allen County. Diagnostic services limited to residents of northeastern Indiana.

Application Procedure: Application may be made by contacting the office for an appointment.

Financed By: Federal, state and local tax funds and contributions.

Fort Wayne Children's Home

Address: 2525 Lake Ave., Fort Wayne. **Phone:** 742-2151

Type of Organization: Private.

General Purpose and Function: To provide residential treatment for emotionally disturbed and delinquent children. To arrange adoptive and foster care placement of older children.

Persons Served: Protestant children between the ages of 6 and 15 are admitted on an interracial basis. Children are accepted upon referral of a department of welfare, or other social agency.

Application Procedure: Apply in writing to Fort Wayne Children's Home,
P.O. Box 2038, Station A, Fort Wayne 46805.
Financed By: Contributions and fees.

Four County Mental Clinic

Address: 315 West Center, Warsaw. **Phone:** 267-7074

Type of Organization: Private.

General Purpose and Function: To provide professional outpatient services to both children and adults who have serious emotional or behavior problems.

Persons Served: Residents of Kosciusko, Marshall, Wabash, and Whitley Counties. Residents from surrounding counties are eligible when staff time is available.

Application Procedure: Application may be made through physician referral, other agency referral, or by contacting the office for an appointment.

Financed By: State and local tax funds and fees.

Grant County Mental Health Clinic

Address: 412 Boots, Marion. **Phone:** 4-5347

Type of Organization: Private.

General Purpose and Function: To provide professional services and conduct a mental health clinic for treatment and prevention of psychiatric disorders.

Persons Served: Limited to residents of Grant County or those who work in Grant County.

Application Procedure: Persons seeking services should preferably be referred by a licensed physician.

Financed By: State and local tax funds and fees.

Guidance Center of Howard County, Inc.

Address: 308 West Taylor St., Kokomo 46901. **Phone:** GL 2-5667

Type of Organization: Private.

General Purpose and Function: To provide a community psychiatric clinic devoted to the evaluation, diagnosis and treatment of emotional and adjustment difficulties of children, adolescents, and adults.

Persons Served: Children, adolescents, and adults who are residents of Howard County; employees whose employer contributes to the Howard County United Fund regardless of residence; Tipton County residents; and referrals by the Bunker Hill AFB Hospital Commander.

Application Procedure: All referrals must be made by, or come through a physician.

Financed By: State and local tax funds, United Fund, and fees.

Hoosier Boys Town

Address: R.R. #1, Schererville. **Phone:** 838-7723

Type of Organization: Private.

General Purpose and Function: To provide rehabilitation services for emotionally disturbed boys.

Persons Served: Emotionally disturbed boys of normal intelligence.
Age range: 10 to 16.

Application Procedure: Make application to the director at the address listed here.

Financed By: Contributions and fees.

Indiana State University Special Education Clinic

Address: Terre Haute. **Phone:** Crawford 0231, Ext. 216

Type of Organization: Public.

General Purpose and Function: To provide a guidance clinic for children and youth of Vigo County and surrounding geographic area. Types of problems include defective speech and hearing, learning difficulties and behavior and emotional problems.

Persons Served: Those of all ages having these types of difficulties.

Application Procedure: By referral of teachers, parents, a community agency or by self-referral. Write to the clinic director at this address.

Financed By: State tax funds and fees.

Indiana University Psychological Clinic

Address: Psychology Building, Bloomington. **Phone:** 337-2311

Type of Organization: Public.

General Purpose and Function: To provide training for students preparing for their doctoral degrees in clinical psychology. A clinical service program for individuals is maintained, and cases are accepted primarily on the urgency of their need for psychological services and their teaching value for training purposes.

Persons Served: Service program is not limited geographically for non-university patients, and is offered both to children and adults. Services provided are largely diagnostic with relatively short-term psychotherapy for the more acute and urgent emotional disturbances.

Application Procedure: All applications are handled by the psychiatric social worker and will be accepted from the patient and/or his family, or from interested persons in the community, such as schools; physicians; health, welfare, and social agencies; ministers; and relatives.

Financed By: State tax Funds.

Lake County Children's Home

Address: 2316 Jefferson St., Gary. **Phone:** 882-8342

Type of Organization: Private.

General Purpose and Function: To provide residential care of emotionally disturbed children.

Persons Served: Children, ages 10 to 18, who are diagnosed by the Lake County Mental Health Clinic as being emotionally disturbed and who can be benefited by living at the home.

Application Procedure: Submit application directly to the Mental Health Clinic or to the Lake County Children's Home.

Financed By: County tax funds.

Lake County Mental Health Clinic

Address: 4801 West 5th Ave., Gary. **Phone:** 949-9031

Type of Organization: Private.

General Purpose and Function: To provide psychiatric services to all

Lake County residents who are in need of such service. Because of the limitations imposed by available revenue and trained staff, priority is given to children with "limited" service to adults. Services include diagnosis, treatment, consultation and community mental health education.

Persons Served: As indicated above.

Application Procedure: Persons may be referred by a physician, at the suggestion of another agency, or person or the individual may contact these offices directly.

Financed By: State and local tax funds.

Lutherwood

Address: Lutheran Child Welfare Association of Indiana, 1525 North Ritter Ave., Indianapolis. Phone: FL 9-5467

Type of Organization: Private.

General Purpose and Function: To provide a therapeutic setting and many clinical and counseling services for emotionally disturbed children.

Persons Served: Protestant boys and girls, ages 7 to 17 years.

Application Procedure: Call or write the Lutherwood director at this address for information.

Financed By: Contributions from Lutheran churches and individuals; fees for services in private cases; and, county funds for public wards.

Oaklawn Psychiatric Center

Address: Box 6, Elkhart. Phone: JA 3-3350

Type of Organization: Private.

General Purpose and Function: To provide evaluation, outpatient treatment, or day hospital services for persons with emotional problems; a consultation service to agencies.

Persons Served: Those with emotional problems.

Application Procedure: Contact the Director of Admissions.

Financed By: Fees.

Purdue University Psychological Clinics

Address: West Lafayette. Phone: 92-2754

Type of Organization: Public.

General Organization and Function: Primarily to provide students in clinical psychology with experience in the evaluation and assessment of handicapped children presenting a variety of problems.

Persons Served: Any school or preschool aged children.

Application Procedure: Contact the Psychological Clinic at this address.

Financed By: State tax funds.

St. Joseph County Adult and Child Guidance Clinic

Address: 527 West Colfax, South Bend. Phone: CE 3-5123

Type of Organization: Private.

General Purpose and Function: To provide diagnosis, treatment and consultation for adults and children who cannot afford private psychiatric care.

Persons Served: Residents of St. Joseph County, ages 6 months to 80 years, who cannot afford private psychiatric care.
Application Procedure: Contact the director at this address.
Financed By: Federal, state and local tax funds, contributions and fees.

Tippecanoe County Mental Health Center, Inc.
Address: 2316 South St., Lafayette. Phone: GI 7-1191
Type of Organization: Private.
General Purpose and Function: To provide outpatient psychiatric clinic services for all ages of patients with emotional and/or mental problems.

Persons Served: Must reside in Tippecanoe County or in affiliated counties of White, Montgomery, Fountain, Carroll, and Warren.
Financed By: State tax funds, contributions, and fees.

Vanderburgh Child Guidance Center
Address: 1 North Parker Ave., Evansville. Phone: HA 4-8227
Type of Organization: Private.
General Purpose and Function: To provide diagnosis, treatment and referral services for emotionally disturbed and mentally retarded children.

Persons Served: Children up to 18 years of age.
Application Procedure: The parent or legal guardian should call or otherwise request an application form and medical blank for completion. Upon receipt of this material, the clinic will set a date for an initial appointment.
Financed By: State and local tax funds and fees.

Vigo County Child and Adult Guidance Clinic
Address: 415 North 9th St., Terre Haute. Phone: L-6291
Type of Organization: Private.
General Purpose and Function: To serve as an outpatient facility for the diagnosis and treatment of emotional problems of adults and children. In addition, the clinic staff is available for consultation with community agencies.

Persons Served: Must be a resident of Vigo County.
Application Procedure: Contact this office.
Financed By: State and local tax funds, contributions and fees.

Wabash Valley Hospital
Address: Box 308, Lafayette. Phone: RI 3-5841
Type of Organization: Private psychiatric hospital.
General Purpose and Function: To treat psychiatric illnesses.
Persons Served: Patients in need of psychiatric care.
Application Procedure: Contact the admissions office.
Financed By: Fees.

Mental Retardation

Bremen School for the Handicapped
Address: 304 N. Washington, Bremen. Phone: LI 6-8841
Type of Organization: Private.

General Purpose and Function: To provide education and training of mentally retarded children. Other types of handicaps may also be served.

Persons Served: Any child or young adult, from ages 6 to 16 years, who can use the services provided.

Application Procedure: Contact the school by mail.

Financed By: Contributions.

Camp for Mentally Retarded Children

Address: Bradford Woods, Martinsville. Phone: ME 4-4311, Ext. 60

General Purpose and Function: To provide a summer camping experience for the mentally retarded.

Persons Served: Children must be 9 years of age or older, toilet-trained, able to feed themselves, and able to adjust to group activities.

Application Procedure: Contact the Indiana Association for Retarded Children, Inc., 615 North Alabama St., Indianapolis.

Financed By: Contributions and fees.

Development Center for Retarded Children

Address: 2001 Bayard Park Drive, Evansville (47714)

Type of Organization: Private.

General Purpose and Function: To prepare children for special education classes in the public schools; to develop the retarded child to his fullest extent, regardless of his capacity.

Persons Served: Children between the ages of 3-16 whose primary handicap is mental retardation. These children are not eligible for special education classes in the public schools because of chronological age, mental age, social or emotional problems. Must be resident of Vanderburgh County.

Application Procedure: Contact above address.

Financed By: Contributions.

Evansville Association for Retarded Children

Address: 2300 Buchanan Road, Evansville. Phone: HA 4-3861

Type of Organization: Private.

General Purpose and Function: To provide academic training for educable and trainable children in the primary age groups; to provide a full training program to both vocational and self-care for older retardates; provide day care for custodial children.

Persons Served: All retarded children, residents of Vanderburgh County, within limits of capacity: (presently 100).

Application Procedure: Contact the above address.

Financed By: Tuition and contributions.

STATE SCHOOLS FOR THE RETARDED

Fort Wayne State School

Address: 801 E. State Boulevard, Fort Wayne. Phone: 742-4261

Muscatatuck State School

Address: Butlerville. Phone: North Vernon, Fillmore 6-1401

Type of Organizations: Public

General Purpose and Function: To provide care, treatment and training of mentally retarded persons eligible for services. Day program available for children living within commuting distance of school. Outpatient testing available to children in communities where similar services are not available locally.

Persons Served: Legal residents of the State of Indiana (one year continuous residence). No upper or lower age limits.

Application Procedure: For voluntary admission or day school, secure an application form from the Social Department of the appropriate school.

Financed By: State tax funds.

Harrison County Crusade School for Retarded Children, Inc.

Address: Palmyra.

Type of Organization: Private.

General Purpose and Function: To teach retarded children to the fullest of their abilities.

Persons Served: Trainable and educable retarded children, ages 5 to 21, who live in or near Orange and Harrison Counties.

Application Procedure: Make application to the school.

Financed By: Donations.

Indiana Association for Retarded Children

Address: 615 N. Alabama St., Indianapolis. Phone: ME 4-4311, Ext. 60.

General Purpose and Function:

1. To plan, promote and assist in the establishment, maintenance and operation of training centers, clinics and schools for the educational, vocational, social and physical betterment of the retarded.
2. To promote, through qualified agencies, research designed to prevent retardation and improve treatment.
3. To advise and aid parents in the solution of their problems.

Persons Served: Retarded children and their parents.

Application Procedure: Contact the above office.

Financed By: Contributions and membership fees.

Johnny Appleseed School and Training Center

Address: 2542 Thompson, Fort Wayne. Phone: 744-325

Type of Organization: Private.

General Purpose and Function: To provide social and vocational training for retarded children and young adults.

Persons Served: Trainable retarded children, ages 5 to 16, and young adults, ages 17 and older. Persons from Fort Wayne and Allen County are eligible for admission.

Application Procedure: By referral or contacting the school at this address.

Financed By: Contributions, United Fund, and fees.

Johnson County School for Trainables

Address: 200 W. Jefferson St., Franklin. Phone: 736-7055

Type of Organization: Private.

General Purpose and Function: To provide physical and social training for trainable retarded children.

Persons Served: Trainable retarded children, ages 5 to 18.

Application Procedure: Make application to the President of Johnson County Association for Parents and Friends of Retarded Children at above address.

Financed By: County tax funds and contributions.

Joseph Rauch Memorial School

Address: Shrader and Abbie-Dell Ave., New Albany. Phone: WH 5-7517

General Purpose and Function: To provide education and training of retarded children. A workshop is maintained for the elder children.

Persons Served: Retarded children.

Application Procedure: Contact the school at the above address.

Financed By: Contributions and tuition fees.

Lake County Association for Retarded Children, Inc.

Address: 4783 Broadway, Gary. Phone: 884-1138

Type of Organization: Private.

General Purpose and Function: To promote the general welfare of the mentally retarded; to advise and aid parents in the solution of their problems and to coordinate their efforts and activities.

Persons Served: The mentally retarded of Lake County.

Application Procedure: Contact the above address.

Financed By: Fees, contributions, and federated fund raising.

Logan School and Center for the Mentally Retarded

Address: 201 S. Logan St., Mishawaka. Phone: Blackburn 9-5201

Type of Organization: Private.

General Purpose and Function: To operate a special school and center for retarded children and adults, providing day care, training and sheltered employment.

Persons Served: Age range: 5 through 42 years.

Application Procedure: Application may be made at this address by parents, or guardian.

Financed By: Contributions and fees.

Marian Day School

Address: 111 N. W. 7th St., Evansville. Phone: HA 5-6004

Type of Organization: Private.

General Purpose and Function: To promote the physical, mental, and religious training of mentally retarded children.

Persons Served: Mentally retarded Roman Catholic children. Age range: 7 to 16 years.

Application Procedure: Contact Sister Mary Mark, OSB, 203 NW 7th St., Evansville.

Financed By: Contributions and tuition fees.

Miami County Retarded Children's School

Address: South Peru School, Park Drive, Peru. Phone: GR 2-2691

General Purpose and Function: To educate and train retarded children.

Persons Served: Retarded children of Miami County, ages 8 through 17, IQ range 50 or below.

Application Procedure: Children are referred from the public school system, usually following the failure of the child to maintain grade position.

Financed By: Contributions.

Morgan County School of Hope

Address: Martinsville.

Type of Organization: Private.

General Purpose and Function: To educate and train retarded children.

Persons Served: Educable and trainable mentally retarded children.

Application Procedure: Contact the above address.

Financed By: Contributions and fees.

Noble School

Address: 615 West 43rd St., Indianapolis. Phone: WA 5-3231

Type of Organization: Private.

General Purpose and Function: To serve the broad educational, training, and prevocational needs of the mentally retarded.

Persons Served: Retarded children of Marion County and surrounding area, under 16 years of age in the 35-60 IQ range who are not accepted by the public schools. Children must be toilet-trained, ambulatory, and able to respond to treatment and training. Young adults are also accepted for the sheltered workshop.

Application Procedure: Contact this office for an application form.

Financed By: Contributions and fees.

Oaklawn School for Retarded

Address: 535 Maple St., Monticello. Phone: 583-7360

Type of Organization: Private.

General Purpose and Function: To train and educate all mentally retarded children and to further the general welfare of the mentally retarded.

Persons Served: All trainable mentally retarded children.

Application Procedure: Apply to the above address.

Financed By: Contributions.

Opportunity Center, Incorporated

Address: 1327 California St., Columbus. Phone: 372-2806

Type of Organization: Private.

General Purpose and Function: To train the handicapped and mentally retarded for future employment.

Persons Served: The physically handicapped and the mentally retarded.

Application Procedure: Fill out application and go before a screening board.

Financed By: Contributions, drives, and funds.

Opportunity Cottage Training Center for Retarded Children

Address: Box 372-A, R.R. 2, Danville. Phone: SH 5-4715

Type of Organization: Private.

General Purpose and Function: To provide training for retarded children.

Persons Served: Retarded children, all ages, who reside in Hendricks County.

Application Procedure: Submit application blank and physician's report to President of Hendricks County Association for Retarded Children, Inc.

Financed By: Contributions.

Opportunity School

Address: Box 264, Columbia City. Phone: 244-6695

Type of Organization: Private.

General Purpose and Function: To train educable and trainable mentally retarded children.

Persons Served: See General Purpose and Function.

Application Procedure: Contact the above address.

Financed By: Contributions and fees.

Opportunity School

Address: 818 East Harrison St., Rensselaer.

Type of Organization: Private.

General Purpose and Function: To educate and train physically and mentally handicapped children.

Persons Served: Handicapped children; ages 8 to 16 years.

Application Procedure: Contact the school.

Opportunity School

Address: 304 South High St., Warsaw. Phone: 267-3823.

Type of Organization: Private.

General Purpose and Function: To provide education and training of mentally retarded children. Other types of handicaps may also be served.

Persons Served: Children, ages 6-21, who are not accepted by the public school system.

Application Procedure: Make application to the President of the Association for Retarded Children of Kosciusko County.

Financed By: Contributions and fees.

Purdue University Psychological Clinics (See Page 49)

Putnam County Special Day School, Inc.

Address: 520 East Seminary St., Greencastle. Phone: OL 3-3921

Type of Organization: Private.

General Purpose and Function: Class for trainable retarded children; service to families of retarded children.

Persons Served: Trainable retarded children and their parents.

Application Procedure: Apply in writing or by phone to organization.

St. Mary's Child Center

Address: 311 North New Jersey St., Indianapolis. Phone: ME 1-3265

General Purpose and Function: To supply psychological evaluation, remedial help, counseling, planning and referral, to children with learning problems; counseling services to parents and schools of these children.

Persons Served: Pre-school through school years.
Application Procedure: Contact the director at the above address.
Financed By: Private contributions and fees.

Satryan Day Care Center

Address: 2000 West 7th St., Muncie. **Phone:** 284-8235

Type of Organization: Private.

General Purpose and Function: To provide a day care center for the trainable retardates.

Persons Served: The trainable retarded.

Application Procedure: Apply to the above address.

Financed By: Contributions.

School of Hope

Address: Box 211, Wabash.

Type of Organization: Private.

General Purpose and Function: To provide academic and social training of trainable mentally retarded children of school age.

Persons Served: Residents of Wabash County; age range 6 to 20 years.

Application Procedure: Apply to the director of the school.

Financed By: Contributions.

Stepping Stone School

Address: 839 Seventh St., Columbus. **Phone:** 372-8155

Type of Organization: Private.

General Purpose and Function: To provide physical and social training as well as academic work in keeping with the ability of the child.

Persons Served: Any person in Bartholomew County who is between the ages of 5 and 18, is toilet-trained and whose IQ is roughly below 50. Physical handicaps may be combined with retardation. A tuition of \$5.00 per week is requested.

Application Procedure: The parent should make contact at the address listed here.

Financed By: Contributions and fees.

Sunshine School for Retarded Children

Address: First Baptist Church, Tipton and Walnut Streets, Seymour.

General Purpose and Function: To educate and train retarded and handicapped children who, because of physical or mental disabilities, are unable to attend public school classes.

Persons Served: Any retarded child between the ages of 6 and 16 years of age. The children must be mobile, toilet-trained and manageable.

Application Procedure: Contact either the Jackson County Council for Retarded Children, Inc., or the Sunshine School.

Financed By: Contributions, fees, and United Fund.

Therapy Center for Retarded Children of La Porte County

Address: 3200 South Cleveland Ave., Michigan City. **Phone:** Triangle 2-6996

General Purpose and Function: To offer speech therapy, physical therapy, psychological testing and other services for retarded children.

Persons Served: Retarded children between the ages of 2 and 14. Children over 10 years old cannot be accepted unless transferring from another school and/or passing a special examination.

Application Procedure: Come to the school for a personal interview.

Financed By: United Funds of Michigan City and LaPorte, contributions, and small tuition fees.

Triangle School

Address: Morris Ave., RR #1, Shelbyville. Phone: EX 2-1362

Type of Organization: Private.

General Purpose and Function: To provide day classes for children who are not accepted by the public school or who are not physically able to attend public school all day.

Persons Served: Three classes are operated: two morning classes and an afternoon class. The morning class is divided into two groups, a readiness group and a more advanced group and includes students from 5 to 12 years of age. The afternoon class is ungraded and includes both trainable and educable as well as physically handicapped children ranging in age from 12 to 25.

Application Procedure: Contact the above address.

Financed By: Contributions and tuition.

Wabash School

Address: 300 West Fowler Ave., West Lafayette. Phone: RI 3-3425

General Purpose and Function: To educate and train mentally retarded children.

Persons Served: Age range: 5 to 16 years. Children must be recommended by Purdue Children's Clinic or by the Achievement Center for Children.

Application Procedure: Contact the school.

Financed By: Contributions and fees.

Wayne County Council for Retarded Children, Inc.

Address: PO Box 119, Richmond. Phone: 33261

Type of Organization: Private.

General Purpose and Function: To educate and train retarded children and adults, and render other services for their general welfare.

Persons Served: Educable and trainable retarded children and adults.

Application Procedure: Contact the administrator by phone or letter.

Financed By: Contributions and fees.

Wee Haven School

Address: Box 2333, Garrett. Phone: FL 7-4595

Type of Organization: Private

General Purpose and Function: To educate and train retarded children.

Persons Served: Retarded children of DeKalb County and surrounding counties. Age range: 7 through 17 years. Contact above address.

Physically Handicapped

Camp James Whitcomb Riley

Address: Bradford Woods, Martinsville. Phone: ME 4-4474

Type of Organization: Private.

General Purpose and Function: To provide a camping experience for physically handicapped children.

Persons Served: Physically handicapped children ages 8 through 14. Wheel chair cases are accepted in limited number. Application forms must have the signature of the home physician.

Application Procedure: Write or call the James Whitcomb Riley Memorial Association for an application form, 129 E. Market St., Indianapolis.

Financed By: Contributions and fees.

Camp Koch for Crippled Children

Address: Troy. Phone: KI 7-5581

Type of Organization: Private.

General Purpose and Function: To provide four two-week camping periods for handicapped children, and one session for handicapped young adults.

Persons Served: All types of handicapped children. All campers must have a physician's recommendation.

Application Procedure: Contact local county camping chairman through a County Society for Crippled Children. If in an unorganized county, contact the Indiana Society for Crippled Children and Adults, Inc., 3616 N. Sherman, Indianapolis.

Financed By: Contributions and fees.

Camp Millhouse, Inc

Address: Business Office-1045 W. Washington Ave., South Bend. Camp Site: 25600 Kelly Rd., South Bend. Phone: CE 4-1169

Type of Organization: Private.

General Purpose and Function: To provide handicapped children with a full camping experience; to help them improve in health under the direction of trained personnel; to give those in need the benefit of physical therapy, occupational therapy and therapeutic swimming; to give the children a chance to live with and learn to share with other youngsters.

Persons served: Children six to sixteen years of age who, because of physical handicaps, are unable to attend a regular camp. St. Joseph County children are given preference. Handicapped children from surrounding counties are accepted if space permits. Preference is given to the orthopedically handicapped. Some cardiac, blind, and deaf children may be included, however.

Application Procedure: Contact the above address.

Financed By; Contributions and fees.

Crossroads Rehabilitation Center

Address: 3242 Sutherland Ave., Indianapolis. Phone: WA 6-2481

Type of Organization: Private

General Purpose and Function: To provide rehabilitation services for

physically handicapped persons. This is accomplished through social services, psychological testing and counseling, physical therapy, occupational therapy, activities of daily living, home-making, speech therapy, prevocational testing and evaluation, vocational training and work experience. Counseling and job placement. A nursery school for handicapped children 3 through 5 years of age is operated. A large year around recreation program is also a part of the service.

Persons Served: All physically handicapped persons, regardless of age, sex, race or creed, who are properly referred.

Application Procedure: Persons must be referred by a physician in good standing with the Indiana State Medical Association.

Financed By: Contributions and fees.

Indiana State Department of Public Welfare, Division of Services for Crippled Children

Address: 100 Senate Ave, Indianapolis. Phone: ME 3-4862

Type of Organization: Public.

General Purpose and Function: To provide opportunity for maximum physical recovery and rehabilitation of the cripple child whose needs will not ordinarily be met. The objective is to help those handicapped children in need to achieve the fullest possible development and utilization of their capacities and maximum integration into social, cultural and economic life of the community.

Persons Served: The recipient must be a resident of the county, must be 21 years of age, have certain crippling conditions and be in need of financial assistance in paying for medical rehabilitative care and treatment.

Application Procedure: Apply for services through the county department of public welfare.

Financed By: Federal, state and local tax funds.

Indiana University Medical Center

Address: 1100 W. Michigan St., Indianapolis. Phone: ME 5-8431

Type of Organization: Public.

General Purpose and Function: To provide a fourfold program of teaching, patient care, research and community service. The three hospitals, Coleman, Long, and Riley, serve both in- and outpatients.

Persons Served: Patients with all types of handicaps needing rehabilitation. In order to be eligible for care, patients must be referred by a licensed physician or an official agency. Payment must be received for services rendered. If the patient is unable to pay, arrangements must be made with some agency to assume financial responsibility. Patients from birth to 16 years of age are served at the Riley Hospital and patients over 16 years of age at the Long Hospital. The Coleman Hospital is for gynecological and obstetrical patients.

Application Procedure: Patients may be referred by a physician or an official agency either by letter or by phone to the office of the Director of Admissions and Clinics.

Financed By: State funds appropriated to the University: student fees in the case of the Medical School; and patient fees in the case of the hospitals.

Isanogel Memorial Center

Address: R.R. #6, Box 195, Muncie. **Phone:** 288-1073

Type of Organization: Private.

General Purpose and Function: To serve all types of handicapped persons by preschool summer camping and winter swimming programs. Assistance may also be given to various individual needs. This is a service of the Delaware County Society for the Crippled, Inc.

Persons Served: Physically handicapped persons, of all ages.

Application Procedure: Persons may be referred by a physician, teacher, parent or friend to the executive director.

Financed By: Contributions.

Monroe County Pre-school for the Handicapped

Address: East 6th at Lincoln, Bloomington. **Phone:** ED 6-4727

Type of Organization: Private.

General Purpose and Function: To provide a nursery school experience for handicapped children.

Persons Served: Pre-school physically handicapped children. No tuition for residents of Monroe County. Others must pay a nominal fee.

Application Procedure: Contact the director of the pre-school.

Financed By: Contributions and fees.

Northern Indiana Children's Hospital

Address: 1234 N. Notre Dame Ave., South Bend. **Phone:** CE 4-2101

Type of Organization: Public.

General Purpose and Function: To provide short-term pediatric and surgical care, especially orthopedic cases, long-term care for severely retarded-physically handicapped children (primarily infants), outpatient physical therapy for children, and Department of Public Welfare weekly clinic services for crippled children.

Persons Served: Children referred by their attending physician, children committed to Fort Wayne State School and transferred to attending physician, and those approved by the Medical Director of the State Department of Public Welfare.

Application Procedure: Contact the above address.

Financed By: State tax funds and fees.

Opportunity Center, Incorporated (See Page 54)

Opportunity School, Rensselaer (See Page 55)

Pre-school Clinic and Training Center

Address: 2722 Fairfield Ave., Fort Wayne. **Phone:** 744-1396

Type of Organization: Private.

General Purpose and Function: To help prepare pre-school physically handicapped children for entrance into the public school. Services include: handicrafts, art, music, physical therapy, and speech and hearing therapy. An equipment loan program is also carried on.

Persons Served: Pre-school handicapped children with a definite need for this type of program. Children must have a physician's certificate and meet the approval of a board.

Application Procedure: Contact the director at the above address.

Financed By: Contributions.

Southeastern Indiana Rehabilitation Center

Address: RR #3, Box 320E, Jeffersonville. **Phone:** BU 3-7908

Type of Organization: Private.

General Purpose and Function: To provide diagnosis, treatment and therapy services for the physically and mentally handicapped; orthopedic, neuromuscular, mentally retarded, brain injured, emotionally disturbed, speech defective and hard of hearing. The ultimate goal is to develop a program of total rehabilitation including vocational evaluation, counseling, training and job placement.

Persons Served: Any handicapped person regardless of age, race, or creed, and regardless of ability to pay, as long as it is the opinion of the staff that he or she can benefit from the service.

Application Procedure: Persons may also be referred by schools, health and welfare agencies, and so forth.

Financed By: Contributions and fees.

Triangle School (See Page 57)

Trade-winds Rehabilitation Center of Northwest Indiana

Address: 5001 W. 7th St., Gary. **Phone:** 949-4000.

Type of Organization: Private.

General Purpose and Function: To provide rehabilitation services for physically handicapped children, ages, 2 through 7. These services include social service, psychological testing and counseling, physical therapy, occupational therapy, speech and audiological services.

Persons Served: All physically handicapped children, ages 2 through 7, regardless of sex, race, or creed, who are properly referred.

Adults will be served in speech and hearing therapy only.

Application Procedure: Persons must be referred by a physician.

Financed By: Contributions and fees.

Speech Handicapped

Ball State University, Speech and Hearing Clinic (See Page 41)

Crossroads Rehabilitation Center (See Page 58)

Hearing and Speech Center of St. Joseph County (See Page 42)

Indiana State University, Special Education Clinic (See Page 48)

Indiana University Medical Center (See Page 59)

Indiana University Speech and Hearing Clinic (See Page 43)

Pre-school Clinic and Training Center (See Page 60)

Purdue University Speech and Hearing Clinic (See Page 44)

Southeastern Indiana Rehabilitation Center (See Above)

Trade-winds Rehabilitation Center of Northwest Indiana (See Above)

The Rehabilitation Center

Address: 702 Williams St., Elkhart. Phone: Jackson 3-2522

Type of Organization: Private.

General Purpose and Function: To provide rehabilitation services for the handicapped child and adult of the Elkhart area. These services include physical therapy, occupational therapy, speech and hearing therapy, nurse-kindergarten, social services, and psychological evaluation.

Persons Served: Must be under the care of a physician who writes and directs a therapy program with the aid of medical consultants. Any age is accepted. No one is refused treatment because of inability to pay.

Application Procedure: The patient's physician must refer the patient and also prescribe a therapy program for the Rehabilitation Center to follow. The patient should then contact the Center for an appointment.

Financed By: Contributions and Fees.

The Rehabilitation Center

Address: 3701 Bellemeade Ave., Evansville. Phone: GR 7-5381

Type of Organization: Private.

General Purpose and Function: To provide comprehensive physical medical and rehabilitation services, including physical, psychological, educational and vocational approaches to all patients for whom these services are indicated.

Persons Served: The need for rehabilitation services on the part of any given individual is the only requirement for receiving services. In most departments, there is no age, racial, diagnostic, or other restrictions. Certain specific aspects of the program are restrictive where specialized resources exist elsewhere in the community.

Application Procedure: All patients seen at the Rehabilitation Center must have a medical referral from a licensed physician.

Financed By: Contributions and fees.

Miscellaneous

Indiana Soldiers' and Sailors' Children's Home

Address: Kingtstown. Phone: 5650

Type of Organization: Public.

General Purpose and Function: To provide maintenance and education for children of veterans of the armed forces who are destitute of care and maintenance. The home provides all phases of home living and complete educational and vocational training.

Persons Served: Children between the ages of 2 and 16 whose parents are veterans and have served in the armed forces of the United States in any of its wars and who are unable to provide them with care and education.

Application Procedure: Write the home for application form or contact any county department of public welfare or any American Legion post.

Financed By: State tax funds.

STATE MENTAL HOSPITALS

Norman M. Beatty Memorial Hospital

Address: Westville. Phone: 3111

Larue D. Carter Memorial Hospital

Address: 1315 West Tenth St., Indianapolis. Phone: ME 4-8401

Central State Hospital

Address: 3000 W. Washington St., Indianapolis. Phone: ME 7-5511

Evansville State Hospital

Address: Evansville. Phone: Greenleaf 6-1301

Logansport State Hospital

Address: Logansport. Phone: 4151

Madison State Hospital

Address: Madison. Phone: 819

New Castle State Hospital

Address: P.O. Box 34, New Castle. Phone: Jackson 9-0900

Richmond State Hospital

Address: Richmond. Phone: 3-1131

Type of Organizations: Public.

General Purpose and Function: To provide institutional care and treatment for the mentally ill.

Persons Served: Persons suffering from mental illness. There is no age limit.

Special programs include:

1. Treatment and training of the epileptic and neurological patient—New Castle State Hospital.
2. The psychotic child (ages 6 to 12) Larue D. Carter Memorial Hospital.
3. The psychotic teen-ager—all state mental hospitals plus specialized program at Beatty Hospital.
4. The psychotic criminal patient—Dr. Norman M. Beatty Memorial Hospital, Maximum Security Division.

Application Procedure: Application for admission can be made by arranging an appointment with the Social Service Department of the appropriate hospital, or by applying to the County Clerk or Circuit Judge.

Financed By: State tax funds.