

3020

• Commonwealth of Kentucky •

# EDUCATIONAL BULLETIN

---

---

---

THE

PUPIL PERSONNEL WORKER

IN KENTUCKY'S

PROGRAM OF EDUCATION



Published by

DEPARTMENT OF EDUCATION

ROBERT R. MARTIN  
Superintendent of Public Instruction

---

---

---

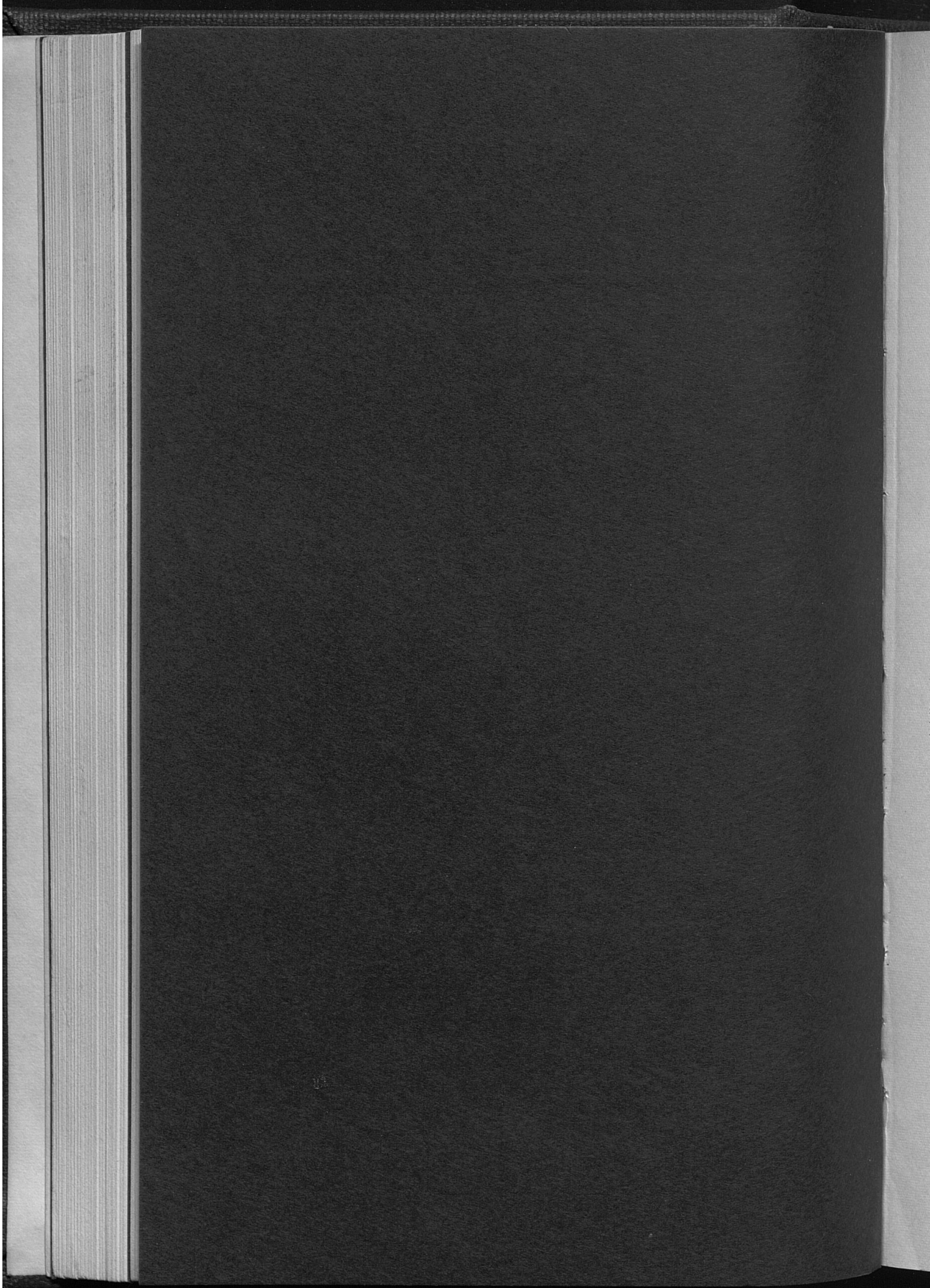
ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at Frankfort, Kentucky, under the Act of August 24, 1912.

VOL. XXV

MARCH, 1957

NO. 3



## IN MEMORIAM

Pupil personnel workers of the State of Kentucky dedicate this bulletin to the late Mr. C. T. Ward who devoted his life to the interest of a better educational opportunity for Kentucky's boys and girls. His understanding, warmth of personality and keen sense of humor endeared him to the pupil personnel workers as a close friend.

T  
sonne  
in Ke  
to me  
tion

T  
our f  
tion  
reflec  
ices a  
rather  
perso  
toward  
Kent

## FOREWORD

The need for a bulletin dealing with the subject of pupil personnel has become significantly greater as the educational program in Kentucky has progressively improved. This bulletin is designed to meet that need by presenting to pupil personnel workers information that is of importance and concern.

The more than 600,000 boys and girls in Kentucky schools are our first and foremost concern as educators. The child's adaptation and personal adjustment to the school environment is often reflected in his attendance record. A program of professional services aimed toward understanding and relieving the causes of truancy rather than punishing it is a primary responsibility of the pupil personnel worker. This bulletin and every other assistance directed toward that end is a useful contribution to public education in Kentucky.

ROBERT R. MARTIN

*Superintendent of Public Instruction*

T  
of the  
1956.  
and H  
the m  
Mr. J  
Count  
Jeffer  
Kathe  
Lexin

S  
chair  
Many  
erous

C  
Super  
the S  
tribut

C  
Mrs.  
for th

## ACKNOWLEDGMENTS

The need for this bulletin was recognized at the annual conference of the State Association of Pupil Personnel Workers in the fall of 1956. Mr. C. T. Ward, who at that time was Supervisor of Attendance and Pupil Personnel, appointed the following committee to compile the material—Mrs. Helen Wallingford, Chairman, Mason County; Mr. Ernest Fox, Fayette County; Mr. Charles Terry, Franklin County; Miss Nan Dawson, Woodford County; Mrs. Lorine Blake, Jefferson County; Mr. Ezra Sparrow, Anderson County; Miss Katherine Brooks, Hardin County, and Mr. Charles Ambrose, Lexington.

Special recognition should be given Mrs. Helen Wallingford as chairman for her tireless efforts and the quality of service rendered. Many Directors of Pupil Personnel have cooperated by giving generously of their time and talent.

Our thanks are also expressed to the Superintendents, Principals, Supervisors, Visiting Teachers, Classroom Teachers, and members of the State Department of Education who have made such valued contributions to this bulletin.

Grateful acknowledgment and deep appreciation is extended to Mrs. Charles Blair, Art Instructor of the Woodford County Schools for the art work throughout the bulletin.

(MRS.) VA. RUTH CHAPMAN, *Supervisor  
Attendance and Pupil Personnel  
State Department of Education*





**THE PUPIL PERSONNEL WORKER**

**IN KENTUCKY'S PROGRAM  
OF EDUCATION**

THE Pupil PERSONNEL WORKER

IN KENTUCKY'S PROGRAM  
OF EDUCATION

Section

Section

Section

Section

R

Section

Section

Section

Section

Section

## TABLE OF CONTENTS

### INTRODUCTION

Section 1	<b>Pupil Personnel Services in Kentucky</b> .....	115
	Historical Development .....	115
	A Changing Point of View .....	117
	Purpose .....	118
	Relationship to Total School Organization .....	119

### PROFESSIONAL GROWTH

Section 2	<b>Requirements, Qualifications and Training</b> .....	121
	State Requirements .....	121
	Personal Qualifications .....	124
	In-Service Training .....	124

### ADMINISTRATIVE POLICIES AND PROCEDURES

Section 3	<b>Teamwork in Pupil Personnel Administration</b> .....	127
	Works With the Superintendent .....	127
	Works With the Supervisor .....	128
	Works With the Principal .....	128
	Works With the Teachers .....	129
Section 4	<b>Plan for Maximum Service</b> .....	131
	Home Base .....	131
	Scheduling Time .....	131
	Daily Record .....	132

### RESPONSIBILITIES OF PUPIL PERSONNEL WORKERS

Section 5	<b>Individual Adjustment</b> .....	135
	Who Are The Children .....	135
	Who Shall Handle The Problem .....	137
	Case Load .....	138
	Referrals .....	138
	Case Record .....	138
	Procedure Following Referral .....	139
	Interviewing .....	140
Section 6	<b>Exceptional Children</b> .....	142
Section 7	<b>Community Resources</b> .....	145
Section 8	<b>Guidance Activities</b> .....	147
Section 9	<b>Public Relations</b> .....	149

**TABLE OF CONTENTS—Continued**

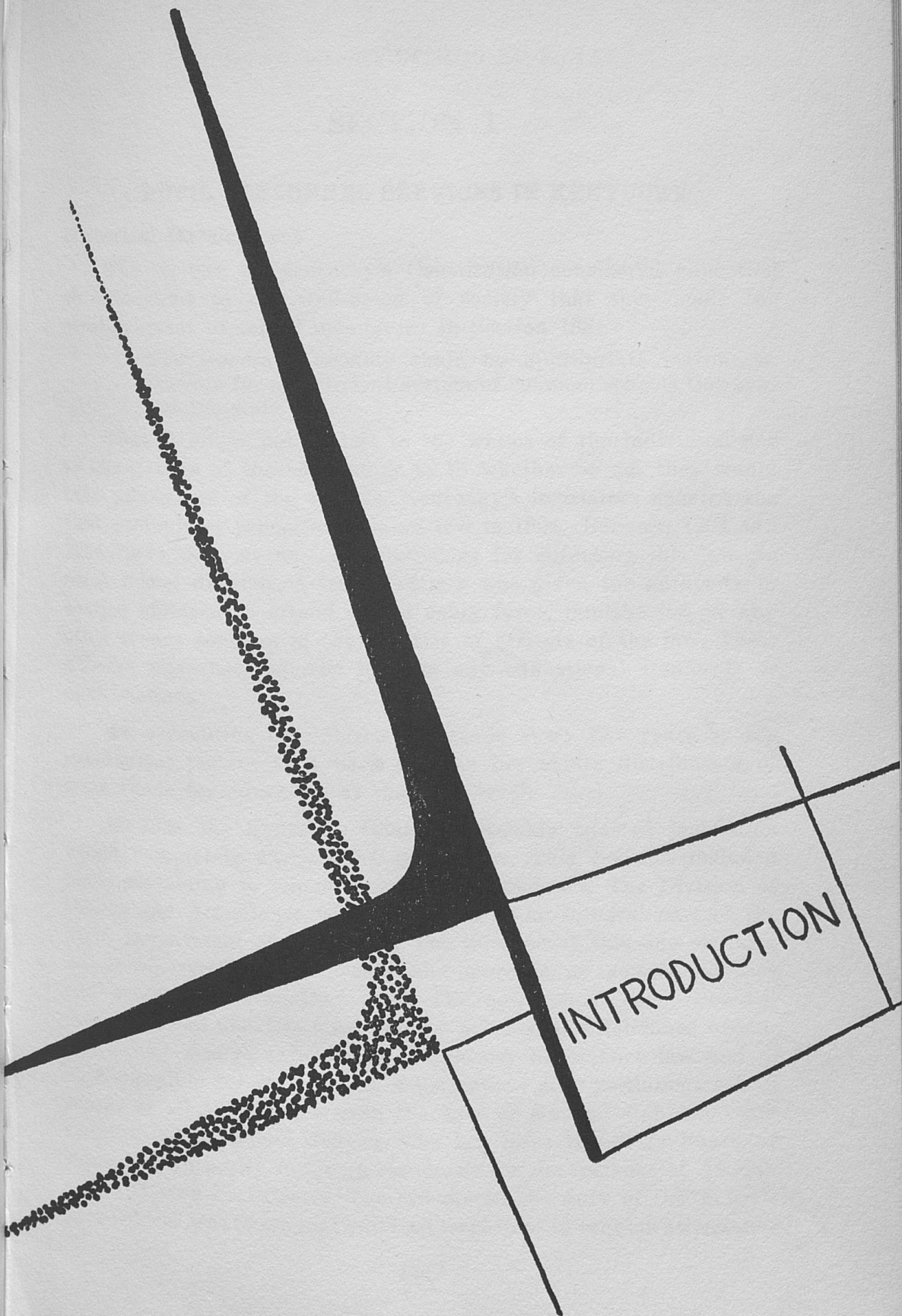
Section 10 **Attendance** .....151  
    Compulsory Age and Attendance .....151  
    Exemptions from Compulsory Attendance.....151  
    Constructive Use of Authority .....152  
    Child Labor Laws .....153

Section 11 **Child Accounting** .....154  
    Continuous Census .....154  
    Enumeration Procedure .....154  
    Age of Entrance .....154  
    Vaccination for Smallpox .....155  
    Records, Reports and Research .....155

**APPENDIX**

Section 12 Selected References .....169

.....151  
.....151  
.....151  
.....152  
.....153  
  
.....154  
.....154  
.....154  
.....154  
.....155  
.....155  
  
.....169



INTRODUCTION

**Histo**

T  
so in  
estab

T  
to th  
take  
first  
1934  
some  
comp  
other  
office  
quali

A  
sub-d  
state

I  
which  
areas  
Cens  
State  
was t  
and  
that  
who's  
be re  
censu  
resid  
Educ  
ance  
ance

INTRODUCTION

## SECTION 1

### PUPIL PERSONNEL SERVICES IN KENTUCKY

#### Historical Development

The writers of Kentucky's Constitution considered education so important to the well-being of society that they made the establishment of school mandatory in Section 183:

"The General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the state."

That it might not be left to the whims of the individual nor to the desires of the community as to whether or not they would take advantage of the schools, Kentucky's legislators enacted the first compulsory school attendance law in 1904. Between 1904 and 1934 there were no uniform provisions for enforcing this law. In some school districts, a truant officer was given the authority to compel children to attend school using force, punishment, or any other means common in the practice of officers of the law. These officers were not required to have any educational standards or qualifications.

An accounting of children was made every two years by the sub-district trustee as a basis for the per capita distribution of state funds for education at the local level.

In 1934 the Kentucky General Assembly enacted legislation which completely revised the school law. This revision included areas pertaining to school census and attendance. The Division of Census and Attendance was established as an integral part of the State Department of Education. The purpose of this new division was to supervise the enforcement and operation of the school census and compulsory attendance law. The new school code provided that all school districts must employ a full-time attendance officer who's duty was to enforce the compulsory attendance law and to be responsible for maintaining a permanent and continuous school census of all children between the ages of six and eighteen years residing in the school district. The law gave the State Board of Education authority to set up standards for the issuance of Attendance Officer's Certificates. The law stated the duty of the Attendance Officer was to see that children were kept in regular attendance

in school and that he was to ascertain and to alleviate the causes of absence from school as far as possible and try to bring about a better relationship between the school, the home and the community.

Since 1934 the State Department of Education has prepared and distributed three bulletins designed to serve as guides in the Attendance and Census program. The first, entitled "School Census and Attendance Administration," was published in 1934. This bulletin was revised in 1942 and a "Handbook for Attendance Officers" was published in 1949.

Until 1949 the major emphasis in school attendance work had been placed on the enforcement of the compulsory attendance laws rather than on understanding the causes of nonattendance and nonadjustment of children to the school. The 1949 bulletin clearly defined this change and gave suggestions to be used as a guide in orienting the broader program.

Mr. Moss Walton was appointed to the office of Director of Census and Attendance in the State Department of Education in 1934. Under his leadership and that of his successors, Mr. Jess Carty, Mr. Mitchell Davis and Mr. C. T. Ward, the attendance officers from the various school districts over the state met at the annual meeting of the Kentucky Education Association to discuss their work.

In March 1952 Mr. C. T. Ward called a meeting of all attendance workers in the state at the Seelbach Hotel in Louisville, Kentucky. The foundation for this two-day conference had been laid by Mr. Ward as he conducted district meetings of attendance officers throughout the state. In these meetings the individual worker had an opportunity to present his problems and exchange ideas with others in this field. During the conference the existing philosophy of attendance work was modified and an organization known as the Association of Attendance Officers of the State of Kentucky developed. The organization adopted a constitution in April 1953. It was decided to hold an annual conference the first week in October to continue a program of in-service training. These conferences have contributed much to the development of a consciousness on the part of attendance workers of their enlarged scope of service and the necessity for more professionally qualified people to serve in this field.

In 1954 Kentucky took a forward step in education by repealing Section 186 of its constitution, which provided for the



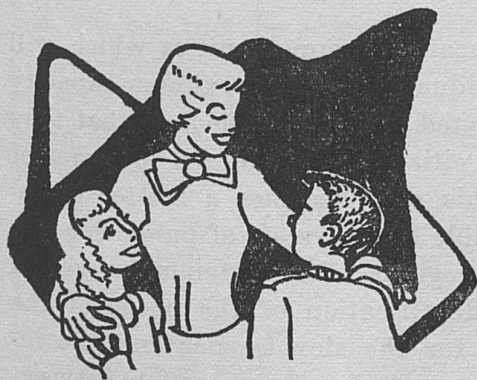
distribution of the school funds on a per capita basis. With this obstacle to equal educational opportunity for all school districts removed, the Foundation Law became effective July 1, 1954. Under this law, the title, Director of Pupil Personnel, is used to designate the person who shall have the qualifications and duties prescribed by statute for attendance officers with the following revisions:

Section 159.080 of *Kentucky Revised Statutes* no longer specifies a fixed term, but requires Directors of pupil personnel and assistants shall have the general qualifications of teachers and, in addition, shall hold a valid certificate issued in accordance with the rules and regulations of the State Board of Education.

Section 159.100 of *Kentucky Revised Statutes* was repealed. This section dealt with the age requirement of twenty-five years or over before eligible for service.

Recognizing the need for a better understanding of pupil personnel services in Kentucky, Mr. Ward appointed a nine-member committee at the annual conference in October, 1956, to express in writing the philosophy, function and relationship of this service to the general program of public education. The initial committee appointed sub-committees to prepare the content of this bulletin.

### A Changing Point of View



The main difference in the work now done by pupil personnel workers as compared to truant officers of earlier years is relatively simple and natural in view of the developments of public education. Law enforcement still exists, but the area of attendance has broadened in the direction of a trained professional service

which recognizes absence from school as a symptom of problems that need to be understood; and, so far as possible, relieved in order that children may participate fully in the school program. From this point of view pupil personnel workers look carefully at the factors which operate against the child's school attendance and satisfactory adjustment, and with their training and experience in working with homes and children try to improve the situation. As professional workers they form a relationship between school and home that expresses not only a legal requirement for

school attendance but an effort by the teaching profession to help pupils meet their problems more successfully.

The trend in pupil personnel services is toward a still broader type of service which emphasizes the positive, developmental, preventive and therapeutic approaches for releasing the best energies of pupils. Increasingly, pupil personnel workers are assisting classroom teachers with children who have health, personal and economic problems which prevent success in school. Teachers and administrators are recognizing early symptoms of maladjustment in children and are looking to the pupil personnel worker for assistance in eliminating or preventing these from becoming more serious. This preventive aspect of the service is emphasized through work with individuals and with community groups. It is a long time process which involves all persons who work with or are interested in the development of children.

### **Purpose**

The democratic way of life depends on education for its perpetuation. It calls for the optimal development of all individuals focusing responsibility upon the family, the community, the church, the school and other such agencies for recreating and refining democratic ideals in terms of the vital problems which young people face in our evolving culture.

Democracy's concern for educational opportunities which will provide for development of individuals to their maximum capacity implies that all children are expected to attend school so that they will be useful, successful, happy citizens. Providing a program of education designed to achieve this goal becomes a matter of increasing concern to those responsible for a system of public schools. Such a program must emphasize regular school attendance, varied and rich learning experiences, identification of the needs of the individual, greater opportunities for the slow-learner and the individual with exceptional abilities, and close co-operation between home and school.

The rapid growth of school enrollment, the expansion of the educational program, the complexity of society, and the better understanding of individual differences have emphasized the need for professional services directed toward individualizing assistance to children in resolving problems which impede their progress in school. Some of these services are provided by the supervisor of instruction, the school nurse, counselor, psychologist, and the pupil personnel worker.

Those working in the pupil personnel field seek to unite the efforts of the home, the school and the community in making provisions whereby every child shall have a school experience that is appropriate for him.

### **Relationship to Total School Organization**

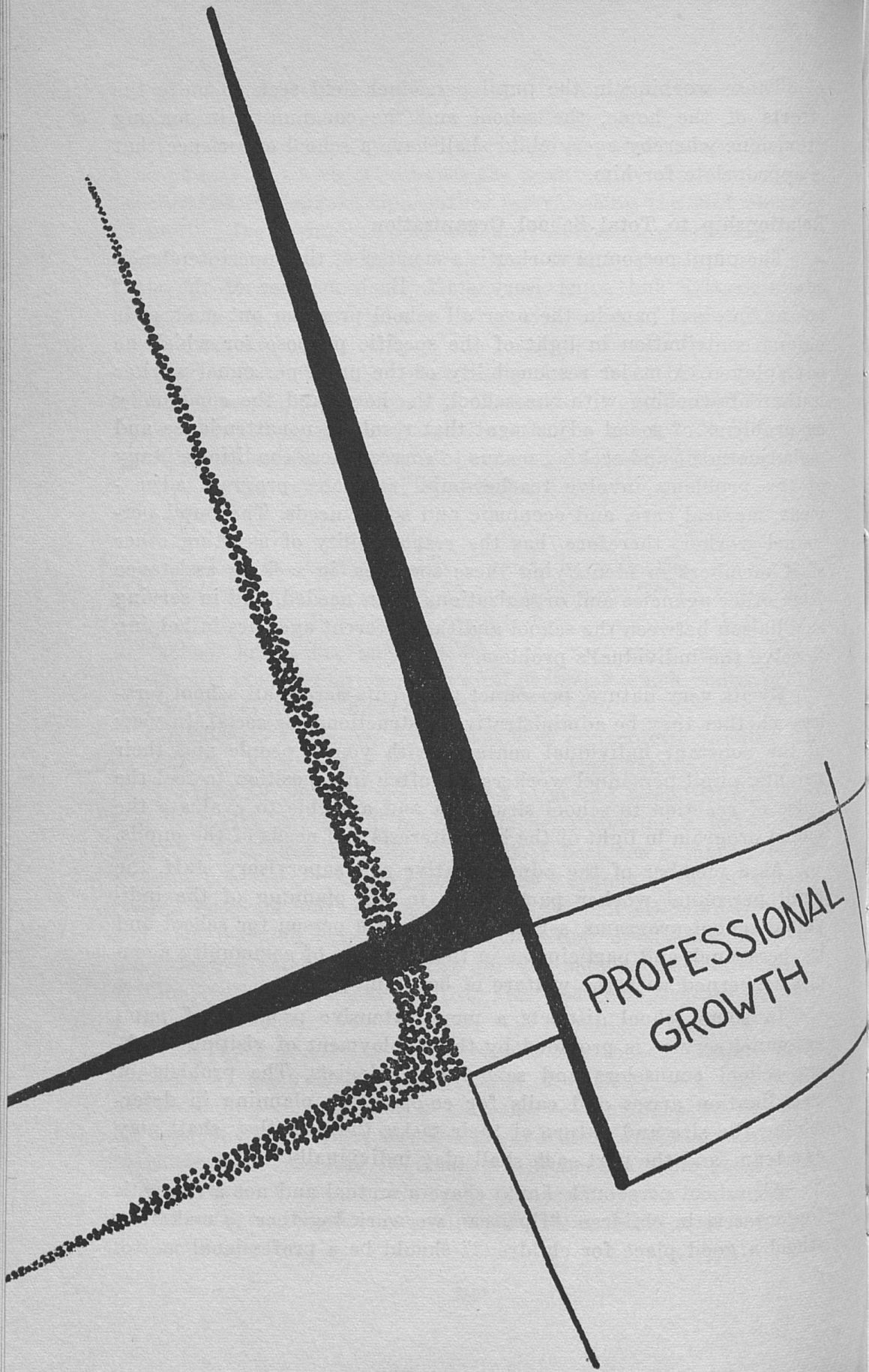
The pupil personnel worker is a member of the superintendent's administrative and supervisory staff. Each member of the staff has an integral part in the over all school program but makes his unique contribution in light of the specific purpose for which he is employed. A major responsibility of the pupil personnel worker is that of working with the school, the home and the community on problems of social adjustment that result in nonattendance and maladjustment and seeking means to correct these conditions. Many of the problems involve teacher-pupil relations, program adjustment, medical care, and economic and social needs. The pupil personnel worker, therefore, has the responsibility of assisting other staff members in identifying these specifics, in seeking assistance from other agencies and organizations when needed, and in serving as a liaison between the school and the different agencies in helping to solve the individual's problem.

By its very nature, personnel work cuts across all school services whether they be administrative, instructional or social. In view of the constant individual contacts with young people and their parents, pupil personnel workers are often in a position to feel the pulse of reaction to school situations and are able to evaluate the school program in light of the best interests and needs of the pupils.

As a member of the administrative and supervisory staff, the pupil personnel worker participates in the planning of the individual school programs, serves as a resource person for school and lay personnel, and participates in the activities of community agencies concerned with the welfare of boys and girls.

In some school districts a more extensive program of pupil personnel service is provided by the employment of visiting teachers, school counselors and school psychologists. The problem of co-ordination arises and calls for co-operative planning in determining the size and nature of their tasks, the part they shall play as a team, and the part each shall play individually.

All school personnel should share a mutual and not a competitive interest in children. "How can we work together to make the school a good place for children?" should be a professional motto.



Stat  
Dire

Dire  
157.

resp  
velo  
dev  
men  
sch

reco  
cou

rese

and  
pro

enf  
sha  
and

Per  
or  
up  
can  
an  
fol

\*Th  
th

## SECTION 2

### REQUIREMENTS, QUALIFICATIONS, AND TRAINING

#### State Requirements

##### Director of Pupil Personnel

General Provision: Each board of education shall employ a Director of Pupil Personnel as provided in Sections 159.080, 159.090, 157.360 (8) of *Kentucky Revised Statutes*.

Planned Program: 1. The Director of Pupil Personnel shall be responsible for working with pupils, teachers, and parents in developing and understanding the functions of the school. He shall devote his time and effort to discovering problems of social adjustment that result in nonattendance and lack of adjustment to the school situation and seek means to correct these conditions.

2. The Director of Pupil Personnel shall be responsible for the records and reports relating to attendance and pupil personnel accounting.

3. The Director of Pupil Personnel shall initiate and conduct research projects which will aid in planning the total school program.

4. The Director of Pupil Personnel cooperates with community and state agencies and utilizes resources in seeking solutions to the problems of children.

5. The Director of Pupil Personnel shall be responsible for the enforcement of the compulsory attendance and census laws and shall secure the enrollment of all children who should be enrolled and keep such children in reasonably regular attendance.

Certification: *The Provisional Certificate for Director of Pupil Personnel* valid for four years may be issued to a person who holds or qualifies for an elementary\* or a secondary\* certificate based upon a four-year program of preparation, provided that the applicant has had three years of successful experience as a teacher or as an attendance officer; and provided, further, that he has had the following professional courses:

Child Growth and Development  
Guidance and Counseling  
School Organization or Pupil Accounting

\*The Certificate for Director of Pupil Personnel may be validated for the teaching level for which the holder is qualified.

If all requirements other than the courses listed have been met, the certificate may be issued with the stipulation that these courses be completed during the four-year period for which the certificate shall be valid.

The certificate may be renewed upon basis of three years' experience as a director of pupil personnel or three years' teaching experience at the level for which the certificate is valid and evidence of having participated in conferences or workshops called by the Supervisor of Attendance and Pupil Personnel of the Department of Education or upon completion of four hours of graduate work in lieu of each of the three years the holder fails to teach.

*The Standard Certificate for Director of Pupil Personnel* valid for five years may be issued upon completion of a master's degree as prescribed for a standard teaching or standard administrative certificate and three years of experience as a director of pupil personnel on the Provisional Certificate for Director of Pupil Personnel.

The Standard Certificate for Director of Pupil Personnel may be extended for life upon three years of experience as a director of pupil personnel during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be renewed for five years upon two years' teaching experience at the level for which the certificate is valid or upon six semesters hours of additional work of graduate grade for each of the two years he failed to serve during the life of the certificate. (Adopted by State Board of Education, June 23, 1955, and September 20, 1956.)



**Statutory Requirements: Director of Pupil Personnel**

Appointment; qualifications. See KRS 159.080

United Districts. See KRS 159.090

Expenses. See KRS 159.110

Office Quarters. See KRS 159.120

Powers. See KRS 159.130

Duties. See KRS 159.140

### **Assistant Director of Pupil Personnel**

KRS 157.360 (8) In allotting classroom units for director of pupil personnel, one classroom unit shall be allotted each district which is allotted thirty-six to one hundred and sixty-six classroom units, and a unit for each additional two hundred and sixty-six classroom units.

### **School Attendance Worker (Visiting Teacher)**

The Foundation Program provides for the allocation of classroom units for special service personnel. The criteria for the Unit of School Attendance Worker (Visiting Teacher) are as follows:

General Provisions: The school attendance worker (visiting teacher) shall work in cooperation with the Director of Pupil Personnel in carrying out such functions as serving individual pupils who need special understanding, helping with problems of special adjustment, promoting positive adjustment to school experiences, and helping pupils find opportunities to continue their educational progress toward realization of their potentialities.

Qualifications: The school attendance worker (visiting teacher) shall be a person with a Bachelor's Degree and a certificate valid for elementary or secondary teaching. The school attendance worker (visiting teacher) shall have had a minimum of two years' successful teaching experience.

Planned Program: The program shall be based on the following points:

1. Working with parents and other citizens to promote desirable home-school relationships.
2. Acting as liaison with community and state agencies in seeking solutions to the problems of children.
3. Guiding and counseling individual children in making adjustment to the school situation.
4. Investigating and correcting home situations which are resulting in nonadjustment and nonattendance.
5. Working with principals and teachers in identifying problems of children and assisting in the solution.

### **Personal Qualifications for Pupil Personnel Workers**

In order that the pupil personnel worker may give the most effective service, he should have the following competencies:

- Kind, sincere and warm interest in people
- Respect for the individual's rights and ability to help himself and to make his own decisions
- Well-developed powers of empathy—the ability to project oneself into the other person's situation or predicament
- Ability to organize and to administer a program of pupil personnel services
- Skill in the techniques of interviewing
- A knowledge of the social, emotional and physical development of children
- Ability to recognize problems for referral to community and legal agencies
- Willingness to seek consultative services and to accept recommendations after careful evaluation.

In reference to the above recommended competencies, the worker in pupil personnel services should adhere to the following code of ethics:

#### **Code of Ethics**

- Be a worthy example for all children of the community
- Maintain personal, physical and mental fitness
- Honor and support the educational profession
- Affiliate with professional and related organizations.
- Recognize the individuality and worth of each child
- Assume responsibility for his personal growth
- Work with all children and parents justly and impartially
- Respect the confidentiality of findings
- Abide by the religious and political convictions of the child's family

#### **Provisions for In-Service Training**

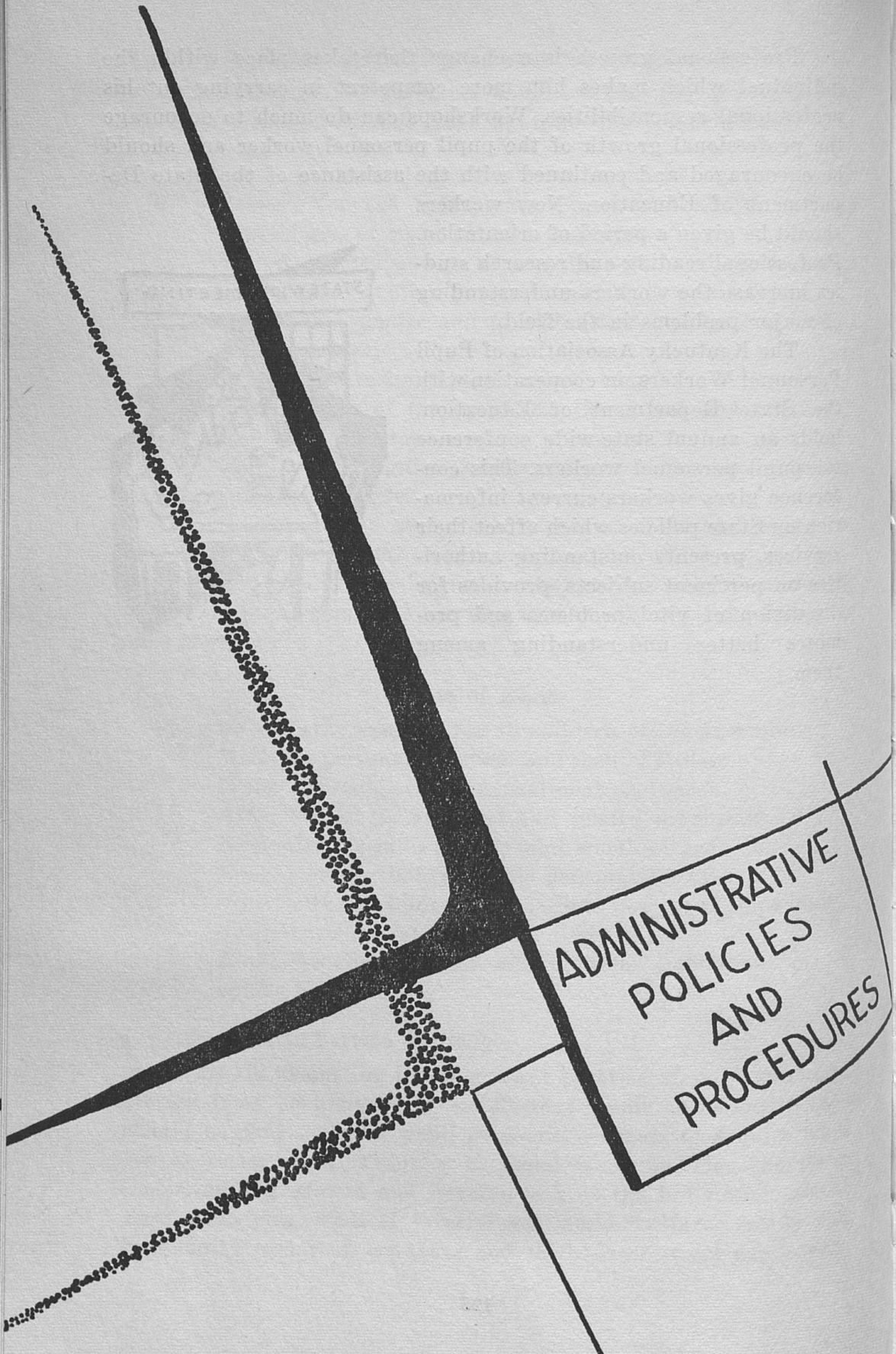
With the transition in theory and practice of pupil personnel service from compulsion to satisfactory pupil adjustment, there should be provisions for pupil personnel workers to acquire training in social work. Training in social work includes courses in understanding growth and development of the individual, psychiatric principles, medical information, child welfare, family life, community resources, guidance and methods of social casework.



Professional growth is a change that takes place within the individual which makes him more competent in carrying out his professional responsibilities. Workshops can do much to encourage the professional growth of the pupil personnel worker and should be encouraged and continued with the assistance of the State Department of Education. New workers should be given a period of orientation. Professional reading and research studies increase the workers understanding of major problems in the field.

The Kentucky Association of Pupil Personnel Workers, in cooperation with the State Department of Education, holds an annual state-wide conference for pupil personnel workers. This conference gives workers current information on State policies which affect their services, presents outstanding authorities on pertinent subjects, provides for discussion of vital problems and promotes better understanding among them.





ADMINISTRATIVE  
POLICIES  
AND  
PROCEDURES

## SECTION 3

### TEAMWORK IN PUPIL PERSONNEL ADMINISTRATION

Since co-operative planning is a major emphasis in education, all staff members should plan and work co-operatively toward helping children as individuals acquire the greatest benefit possible from school experience. The team approach utilizes the combined training, thinking and experience of the total staff.

The development of working policies and procedures for pupil personnel administration is a shared responsibility. Some school systems have found it helpful to form a committee, composed of the superintendent, pupil personnel worker, supervisors, principals and selected teachers, to consider policies that govern the service of the pupil personnel worker. This committee thinks through the contribution that the pupil personnel service can make to the system at large. It also works out a broad statement which defines the responsibilities of the pupil personnel worker and other professional workers in relation to individual school programs. Such a committee may function from year to year reviewing the work of the previous year, discovering new problems, and making plans for the improvement of the service.

To insure an effective pupil personnel program the personnel worker needs to recognize some accepted policies affecting his relationship with other school personnel.

#### Works With the Superintendent

The superintendent, as administrative head of the school district, is responsible for the effectiveness of the school program. Through him plans are made for the formulation and acceptance of working policies and procedures which will best meet the needs of children, make the most effective use of the particular service which the pupil personnel worker brings to the school, and point up how the pupil personnel service differs from that of the teacher, principal, and other school personnel. To do this, the superintendent needs to have a clear understanding of pupil personnel service and how it can most effectively serve the child and the school.

Together the superintendent and the pupil personnel worker

will need to devise methods for involving the whole school team in working to:

1. Establish sound policies and procedures through which the pupil personnel service is made an integral part of the total school program.
2. Interpret pupil personnel plans and methods to school personnel, children, parents and community.
3. Establish a regular plan for evaluation and modification of policies and procedure.
4. Make a budget that will provide professional and clerical staff, adequate equipment and travel allowance.

The superintendent has the additional responsibility for supporting the working policies and procedures of the service once they have been approved.

#### **Works With the Supervisor of Instruction**

The pupil personnel worker and the supervisor of instruction can work cooperatively, each supplementing the other, in helping the teacher to become more self directing in coping with children's problems. The pupil personnel worker may discover needs of children that are not being satisfied. He should work with the teacher, the supervisor, and the principal as they attempt to adjust the child's program.

#### **Works With the Principal**

The principal is the responsible head of the individual school. All contacts with the school should be made through him or with his knowledge. The pupil personnel worker works in cooperation with him. The principal should be consulted about policies and procedures in his school and should be kept informed of all progress in the areas in which the pupil personnel worker is working.

Since the principal is the executive head of the school, he is responsible for referrals to the pupil personnel worker. Early recognition and referral of children needing help are essential. Such referrals should be made after some preliminary screening has been done within the school.



Together the principal and the pupil personnel worker should consider methods for carrying out the following responsibilities:

1. Interpret the pupil personnel service in the school and community.
2. Help all children in the school become acquainted with the pupil personnel worker in such a manner that the worker is accepted as a natural part of the school and children will not feel embarrassed or reluctant to see the worker individually.
3. Provide opportunities for the pupil personnel worker to participate in meetings, conferences, and to serve on appropriate committees.

### **Works With the Teacher**

The teacher is a key person with whom the pupil personnel worker must plan and co-operate in effecting any profitable adjustment. They must work as a team in attempting to help the child to attain desirable goals.

The classroom teacher normally will have a better understanding of individual pupil differences and the individual needs of his pupils than any one else in the system. The more he knows about these differences the more sensitive he is to the problems pupils have in growing into socially competent individuals. This may lead the teacher into a wide use of specialized services available to children. The pupil personnel worker is one of the resource persons in the school system from whom classroom teachers may secure help in the solution of children's problems.

The classroom teacher has opportunities to observe the child's attitudes, work habits, skills, physical condition, health habits, ability to manage his own affairs, willingness to accept responsibility, and respect for authority and the rights of others. This information should be shared with the pupil personnel worker.

The pupil personnel worker should gain information from contacts with the family concerning ways of living in the home, the relationship between parents, and between brothers and sisters, and the child's role in the activities of the home. He should secure additional information concerning the child's participation in community activities, and his choice of friends outside of school. Confidential information should be respected and used wisely. Pertinent information should be shared in a positive way with the classroom

teacher. Instead of saying, "The house is so dirty you could not expect the child to be clean," report that it is easy to understand the child's difficulty after seeing the house.

If the cause of the difficulty appears to be in the school, the classroom teacher, principal and supervisor assume responsibility for making the necessary changes. If the trouble appears to be in the home and a specialized service is needed, the pupil personnel worker assumes the responsibility for interviewing parents and helping to secure the appropriate aid. If the difficulty seems to be within the child himself, it may be possible for both the teacher and the pupil personnel worker to assist him in recognizing and facing his difficulty. The teacher and pupil personnel worker should arrange conferences in order to share their information on progress and to make new plans. One important factor to remember is that the child may get worse before he gets better. Talking about a difficulty may make it appear more acute but, at the same time, is a way to face and overcome it.

In attempting to help a child the teacher and pupil personnel worker must consider the child's capacity to grow and to become more mature. His experience with the problem for which he was referred will enable him to grow in self-direction and make him capable of handling other problems alone. Sometimes the healing power of time is all the child needs. Relationships with all members of the school team are important.

## SECTION 4

### PLAN FOR MAXIMUM SERVICE

Pupil personnel services are more effective when there exists a plan for utilization. In the process of planning, duties are defined which serve as guideposts not only to the pupil personnel worker but also for others who use the service.

#### Home Base

"The office of the superintendent shall be the office of the director of pupil personnel and suitable space shall be provided therein or adjacent thereto for him." (KRS 159.120) Additional personnel may work out of the central office or certain assigned schools but all should have a "home base" where they can be contacted or messages left. Office quarters should be sufficiently private to allow for conference and undisturbed work.

In addition to the central office, interviewing space should be available in each school. A place to work in the school gives status to the pupil personnel worker and enables teachers and children to know where to find him.

Circumstances in each local system will determine the amount of clerical help which can be provided. The more the pupil personnel worker can be relieved of routine duties, the more time he can have to work with children.

#### Scheduling Time

In the school: A greater amount of and more effective service is given if the pupil personnel worker serves schools on a regular planned time basis. Children, teachers and parents can make greater use of the pupil personnel worker if he is scheduled to be in the school every Tuesday, or every third Tuesday, for example. The pupil personnel worker saves time in this way and can work with more children than is possible on an "on call" basis. Due to the nature of the work, scheduling must be flexible. The details of the pupil personnel worker's schedule will vary according to school population, the location of school, the number of schools to be served, and conditions affecting transportation.

It is highly desirable that the pupil personnel worker have conferences with teachers scheduled in advance and at a satisfactory

time. In this way each one has an opportunity to do preplanning which makes the conference more purposeful.

In the home: The pupil personnel worker will accomplish more by making appointments with parents in advance, by card or letter, whenever possible. Such preparation may save a trip and will mean that the parent is more ready to focus on the purpose of the visit than he would be if the pupil personnel worker were to arrive unexpectedly.

In the office: Some pupil personnel workers have found it effective to set aside a period each week to meet parents and others in the office.

Time must be allocated for work in the office. Pupil personnel workers need time to make and receive phone calls, handle correspondence, check and review cases, record data, to do filing, pupil accounting and formulate plans for work.



### **Daily Record**

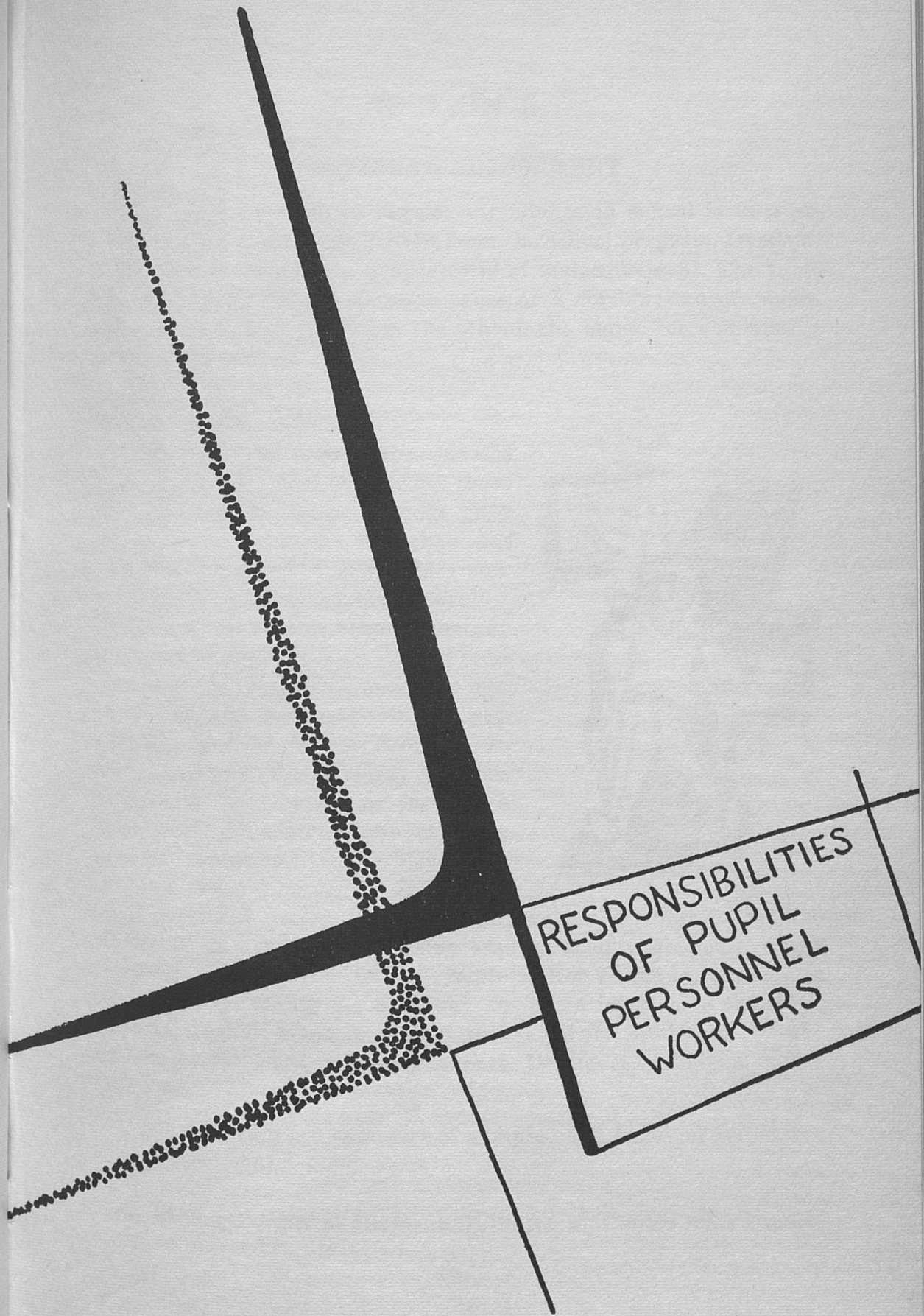
The pupil personnel worker should keep a daily record of schools visited, statement of purpose of visit, brief record of conferences held, statement of meetings attended, record of referrals, statement of community agencies contacted and miles traveled. The pupil personnel worker uses this information in analyzing the types of service being given, the utilization of time, and as a basis for compiling reports.



ing

ata,

ools  
ces  
ent  
er-  
rv-  
ing



RESPONSIBILITIES  
OF PUPIL  
PERSONNEL  
WORKERS

RESISTANCE  
OF  
PERSONNEL  
WORKING

## SECTION 5

### INDIVIDUAL ADJUSTMENT

An adjusted child in regular attendance in school is in a position to derive maximum benefit from the school program. Irregular attendance is very often symptomatic of maladjustment. The problem may center around a single cause or a combination of causes. Some of them may be within the school, the home, the community, or the child himself.

#### Who Are These Children

Children who require the services of the pupil personnel worker are those who demonstrate failure to make good use of the opportunities the school has to offer. Symptoms of this failure may be irregular attendance, slow learning, listlessness, anti-social behavior or any other human sign of discontent. Procedure to render assistance may take several forms and vary according to personalities and situations involved. In some instances the problem may be handled by the teacher or through a total "in school" effort. Other cases may need additional assistance which might invoke a "total community" effort. The pupil personnel worker then becomes involved in coordinating the efforts of all concerned. Children express their problems through behavior. The behavior is the symptom. For example, truancy is running away, taking the easy way out of an intolerable situation. Not the truancy alone, but what makes school intolerable, is the concern of the pupil personnel worker. Delinquent behavior comes in the same category.

The following are examples of symptomatic behavior indicative of maladjustment:<sup>1</sup>

<sup>1</sup> **The Visiting Teacher in Florida.** Bulletin No. 61, Florida State Department of Education, April 1954.



1. Children whose major symptom is truancy or nonattendance but whose problems are many.

Example A: Mary is kept home to baby sit while the mother works with the father in the fields to supplement the family income.

Example B: Houston has chronic tonsillitis and as a result is absent one-fourth of the time. He is thin, pale, and looks tired. He seldom goes out for play. When he is in school he seems listless and unable to concentrate. Houston's father died when he was six years old.

Example C: Bill plays truant frequently. It is worse this year. He is fifteen and in the fifth grade. Bill's intellectual capacity is in the 70-80 range. Bill says "How'd you like to be fifteen and in the fifth grade? I know I can't do regular work in Junior High but I can't stand to be with these kids. And I've got troubles at home too and with everything put together I just have to get away."

2. Children who have difficulty adjusting in the classroom and in playground groups.

Example A: Tom, age fourteen, is in the seventh grade. He has superior ability and works in spurts. He comes to school regularly for a week, then defies a teacher, becomes angry, fights with his friends and classmates indiscriminately, leaves school and does not return for several days. Teachers say Tom is a likeable boy but they "cannot give him an inch or he takes a mile."

Example B: Emma is eleven years old and in the sixth grade. She wants to be the leader in all group activities and likes to have her own way. Emma remains home from school if corrected or deprived of leadership.

3. Children who are experiencing physical or emotional deprivation.

Example A: Betty, age nine, is frail and her eyes are both wistful and hopeless. Her father is dead, and her mother is rarely at home. She has only one dress which she makes attempts to wash occasionally. Recently Betty was sent home with pediculosis and returned to school wearing a bandana. She refused to remove it and finally in tears told the teacher her head had been shaved and she couldn't bear to have the children know.

Example B: Helen, age twelve, has been stealing money from her mother's purse and buying candy to treat the children in her class. She passes a fruit stand on her way to school and sometimes reaches school with several pieces of fruit. She took a dollar from her teacher's purse and spent it for the class. Helen likes her teacher and she wants the children to like her. She is shy, almost withdrawn, an only child. Her father is a prominent civic figure in the community, and her mother has always been active in many community activities as well as the church. Although her parents are away from home many evenings, they have provided a person to stay with Helen. She has very nice clothes, goes to camp, has music lessons and other advantages. Both the school and parents are troubled about Helen's stealing when she has an adequate allowance.

4. Children who are making unsatisfactory academic progress within their ability range.

Example A: Clyde is in the fourth grade. He is reading at 2.4 grade level although he is above average in intellectual capacity. He is easily distracted and gains the attention of the children by acting the clown role. He is frequently absent from school. He does not seem to know how to make friends and he stoutly maintains that he doesn't care whether or not he can read. His older sister is popular and gets along well in school, and his parents do not understand why Clyde doesn't try harder.

Example B: Kate is very slow to form any relationships with her teacher or classmates. She accepts passively any assignments or projects in which the other children show much interest. She fails to respond to all efforts on the part of the teacher to motivate her interest. Her mother reports the same situation exists at home.

### **Who Shall Handle The Problem**

The services of the pupil personnel worker should be reserved largely for those cases which cannot be handled in the school. Every effort should be extended by the teacher and principal to assist the child to adjust. A record of their methods and steps should be kept. If the child still needs additional help the case should be referred to the pupil personnel worker for further study.

### **Case Load**

Estimates of the possible number who may need the service varies from two per cent to ten per cent or more of the school population. The number who can actually receive such help depends on the number of schools and the enrollment served by one pupil personnel worker. The type of service should not vary from large to small systems. It is better to limit the number served than to give a superficial service to many.

### **Referrals**

Referrals to the pupil personnel worker should be made through the principal or the head teacher. This in no way should prevent teachers, parents, children, or members of agencies from talking informally with pupil personnel workers about the problems of individual children. Within the school, written referrals are more satisfactory. They do not take the place of conferences, but stating the problem in writing brings into focus the specific problem on which work should begin.

The referral form should provide for the basic information which the classroom teacher gives on a child when a referral is made. Each school system should develop the type of form which best serves the purposes of that system.

### **Case Records**

The record the pupil personnel worker keeps is different from the existing school records. It is the account of what happens between the pupil personnel worker and the child, parent, or agency involved in the adjustment of the child. Pupil personnel workers' records are of a confidential nature and should be shared only with the professional personnel involved in working co-operatively in helping the child.

A minimum list of records that have proved to be practical would include:

1. Referral card carrying identifying data and pertinent information.
2. Anecdotal record giving detailed chronological record of pupil personnel worker contacts.
3. Case folder including the referral card, anecdotal record, correspondence concerning the child, agency reports, and other pertinent data.

### Procedure Following Referral

All school personnel should be familiar with the ordinary procedure of the pupil personnel worker following the referral of a child for help. This procedure usually is:

1. Use what the school knows about the child

- a. Talk with the teacher—to derive an understanding of what she sees about the child's attitude toward school and how the teacher feels the child uses the pupil-teacher relationship. The teacher and pupil personnel worker establish a working relationship in which each understands his own responsibility.

- b. Examine school records—to derive an understanding from analysis of the cumulative and other school records of the unusual or changing patterns of attendance, academic progress, behavior, individual health problems and handicaps, teacher comments, as well as test results.

2. Avoid duplication and integrate services in current use securing clearance

Ascertain whether or not some other member of the team such as nurse, advisor, or counselor is working with the child.

3. Arrange initial interview with child

The pupil personnel worker makes clear his role in the school and helps the child see his problem as the school sees it. He then listens to the child's expression of how he feels about talking with the pupil personnel worker. They plan for what they can do together and when they will have their next interview.

4. Follow-up

From this point the pupil personnel worker may determine whether he should see parents, use other sources, or continue for the time being only with the child. After the family background, child's developmental history, personality pattern, and family attitudes are known by the worker; an analysis or interpretation of the problem can be made with a plan for treatment and follow-up.

## Interviewing

Interviewing is one of the most important techniques used by pupil personnel workers. It is a skill which is fundamental in the case work process. Talking is not the only means of communicating which is used in the interview situation. The pupil personnel worker observes the child's mannerisms, facial expressions, posture and general attitude. What he omits is as important as what he tells. Play materials may enable the child to express that which he is unable to verbalize, or he may be more at ease when his hands are busy. The interviewer must be alert to what makes the child appear anxious, change the subject, or stop talking.



Each interview or series of interviews consists of five steps:

1. Gathering information on the individual.
2. Establishing friendly, happy relationships between the interviewer and the one being interviewed that are based upon mutual respect, honesty and common concern for the problems of the interviewed. This is called "Rapport."
3. Statement of the problem. Not the problem that the interviewer might see on the surface, but the real problem. This statement, if not in so many words, has to be made by the one being interviewed.
4. A plan for action, developed by the one being interviewed, and mutually agreed upon by both parties.
5. Follow-up on the interview to see how the plan for action is being carried out.

Note: Any one of the first four steps above may take several interviews.

### Hints to Help Make an Interview Successful

1. Privacy during the conference is important.
2. Establish mutual confidence—do not appear crowded for time, give him your full attention, be sincerely interested in him as a person.



3. Listen. Permit the interviewee to express himself without restraint.
4. Accept and understand. Start where the interviewee is, and do not expect him to analyze and solve all of his problems in the initial approach. A child does not become maladjusted in a day. He will not become adjusted in a day.
5. Let the interviewee acquire personal insight by letting him do the talking and helping him bring to light the essential facts.
6. **Let the interviewee make his own decisions.**
7. Have faith. This is a bridge between what the individual now is and what he can become.
8. Remember the golden rule of interviewing. Never ask a question which you would resent answering under similar circumstances.
9. Respect the interviewee's confidence.

## SECTION 6

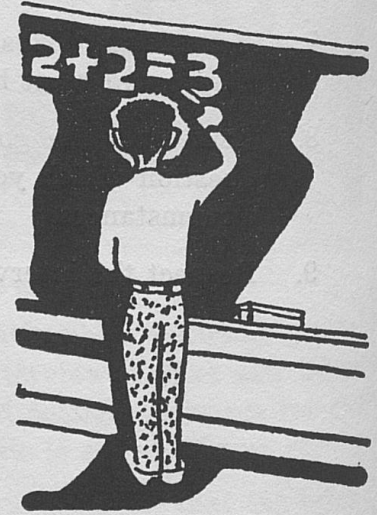
### EXCEPTIONAL CHILDREN

Exceptional children are children who deviate from normal. They may be different mentally, physically and socially and must have special provisions made for them. Exceptional children are classified as follows: Blind, crippled, deaf, hard of hearing, mentally retarded, partially seeing, special health problems and impaired speech.

The pupil personnel worker has the responsibility of identifying children who are exceptional. The personnel worker should keep the local superintendent and board of education informed as to the number and classification of deviates.

Regardless of the official classification of these children, they may be placed in three general groups:

1. Those who may benefit from a normal school program with a few deviations to fit the individual.
2. Those who need a special school program which can be provided by the school district in which they live.
3. Those who need a special program not provided by their local district.



#### What Can Be Done for These Children

The pupil personnel worker has distinct responsibilities to each group, some of these responsibilities are defined by law and some are assumed because of philosophy. These three general groups of exceptional children and the possibilities for helping each are discussed below.

#### Group 1. Normal Program with Deviations

Many children with handicaps may best be helped by being in a school situation as normal as possible. If a deviation from the normal program is advisable, it could be handled in various ways.

A child may be transferred to a different school if that school plant is so designed as to make fewer demands on his physical ability. Through cooperation with the principal, a child might be assigned a teacher who may have considerable experience or understanding with a specific case or handicapping condition. The child might have "released time" from the normal program so that he might engage in a periodic special class. Only lack of imagination and initiative places limits upon such a program for these children.

Slightly handicapped children may be lost in the masses. The pupil personnel worker knows these children and has the responsibility to see that they have a program to fit their needs.

#### Group 2. Special Program Provided by the Local District

The local school district now has a legal obligation to provide some programs for handicapped children. The Foundation Program provides for seven classifications of handicapped children's programs. The pupil personnel worker should work toward the introduction of these programs if they are not now in existence.

Once the programs are instituted he should act as a coordinator of them. Under his guidance a committee might be formed to screen handicapped children and recommend their proper placement. After the child is placed he should not be forgotten but observed carefully for progress which might indicate when he is capable of going into a normal program. It is imperative that enrollment in these programs be rigidly controlled to prevent their becoming a "dumping ground."

#### Group 3. Special Program not Provided by the Local District

In some districts the demands are not great enough to warrant the inauguration of a specific program or for some other reason the program is not made available. In these cases the child should be referred to the Director of the Division of Education for Exceptional Children in the State Department of Education. This referral should include the name of the child, his age, grade placement and any specific information available concerning his defect (medical reports, test results, teacher evaluations, family background, etc.)

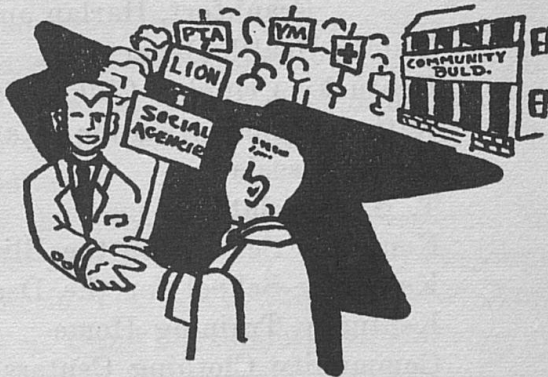
Upon receipt of this information, the Division will help in planning an educational program for the child. This planning may consist of testing by Division staff members, referral to treatment agencies, speech and hearing clinics, child guidance clinics and other resources.

For detailed information concerning assistance from the Division for Exceptional Children, refer to page 523 of the December, 1956 Department Bulletin entitled *Organization of the Department of Education*. Specific classifications may be found in Vol. XXIV, August, 1956, No. 8, *Commonwealth of Kentucky Educational Bulletin*.

## SECTION 7

### COMMUNITY RESOURCES

The pupil personnel worker serves as liaison between the school and the agencies offering services to children and their families. The worker should become familiar with the services offered. Contact with the agency may be established by the pupil personnel worker or the service may be interpreted by the worker and the parents themselves must make the contact.



Many of the cases of maladjustment involve medical care, economic and social needs. There are many services available in each community which will enable the children needing these services to benefit more fully from their school experience.

A partial list of community resources that may be utilized by the pupil personnel worker is given below:

1. Individuals:

Neighbors	Employer
Church	Grocer
Physician	

2. Civic and Fraternal Organizations:

Parent-Teacher Association	Lion's Club
Rotary Club	Elks Lodge
Women's Club	American Legion
Kiwanis Club	Veterans of Foreign Wars
Moose Lodge	Junior Chamber of Commerce
Masonic Lodge	Community Chest

3. Youth Organizations:

Scouts	Youth Center
4-H Clubs	Boys' Club
YMCA, YWCA	

4. Health Services:

Hospital Clinics

- a. Psychological service
- b. Medical service

State Department of Health, 620 S. 3rd St., Louisville

- a. Mental Health Clinics—Bowling Green, Danville, Frankfort, Harlan and Henderson

County Health Department

Kentucky Crippled Children's Commission

National Foundation for Infantile Paralysis

Heart Association

T. B. Association

Kentucky School for the Blind

Kentucky School for the Deaf

Kentucky Training Home

Community Clothing Centers

Shoe Bank

5. Social Agencies: (Private and Public)

Department of Economic Security

- a. Child Welfare Division
- b. Public Assistance Division, A.D.C.
- c. Employment Service Division

Salvation Army

Red Cross (for any former G. I.) (Disaster Service)

Department of Education

- a. Vocational Rehabilitation Service
- b. Special Education Service

## SECTION 8

### GUIDANCE ACTIVITIES

The pupil personnel worker is interested in the guidance program. In a properly conceived program of guidance services the pupil personnel worker is assigned an important role. The school's guidance service is aimed at assisting pupils in making the best possible adjustment in all areas of living. Guidance has as its function good individual adjustment.

The guidance functions of the Director of Pupil Personnel are envisioned in the criteria for the unit of Director of Pupil Personnel as set forth in Education Bulletin Vol. XXIV, No. 4, dated April 1956, p. 113 . . . "He (Director of Pupil Personnel) shall devote his time and effort to discovering problems of social adjustment that result in nonattendance and lack of adjustment to the school situation and seek means to correct these conditions."

Guidance Activities of the Director of Pupil Personnel:

1. The Director of Pupil Personnel should initiate and coordinate the guidance committee.
2. Work with faculties in the following ways:
  - a. In groups and with individual faculty members discuss problem cases.
  - b. Participate in curriculum planning.
  - c. Encourage teachers to visit parents.
  - d. Assist teachers in better understanding problems and attitudes of parents and children.
3. Work with pupils and parents through individual conferences to develop understanding of mutual problems.

Pupil personnel workers can help teachers assume their responsibility for guidance. Next to the pupil, the teacher is the most important person in the school and should be awarded that status. It is most important that proper relationships be established and that both teacher and pupil personnel worker recognize that each can be helpful to the other.



Pupil personnel workers might encourage teachers to read current literature on child development and behavior. This could be made available through the professional library and a reference by the personnel worker to a particular article which had been helpful to him. Through a system of intervisitation, teachers can be given an opportunity to observe and get new ideas from those who are more skilled in handling certain problems.

The pupil personnel worker should be alert to every opportunity for helping teachers to better understand children.



## SECTION 9

### PUBLIC RELATIONS

School public relations is the cooperative development and maintenance of efficient two-way channels of information and understanding between the school, its personnel and the community. Harmony of understanding involves far more than presentation of facts—"publicity." It has become far broader than mere "interpretation" of the school program. It has become a cooperative search for mutual understanding and an experience in effective teamwork between community and school.

Public relations in this sense must necessarily keep the child as its focus, against the essential background of society's needs. Experience demonstrates that insofar as the teacher and parents work together, the more desirable program for the child will be developed. The pupil personnel worker has a responsibility for seeing that professional and lay people develop common understanding and purposes and the worker recognizes this aspect of his work as vital in providing educational opportunities appropriate for each child.

1. Work with the school staff by:
  - a. Providing information on policies.
  - b. Encouraging teachers to make home visits.
  - c. Going with teachers on home visits.
  - d. Interpreting community to school.
2. Work with the pupils by:
  - a. Recognizing pupils as the most effective of all the school's public relations agents.
  - b. Giving children specific information about the school.
  - c. Giving attention to the problems and needs of every child.



3. Work with the parents by:
  - a. Arranging for parents to visit the schools.
  - b. Interpreting the school program and policies to the parents.
  - c. Explaining that pupil personnel service works to meet individual needs.
  - d. Seeking better school programs.
  - e. Helping to develop the kind of progress reports which they can understand and appreciate.
4. Work with the community by:
  - a. Actively participating in the programs of social, civic and service groups.
  - b. Speaking before community organizations.
  - c. Using the local press and radio for a continuous presentation of school activities.
  - d. Providing opportunities for business and industry to see education in action.
  - e. Soliciting help and support from community organizations.

The pupil personnel worker should accept his public relations responsibility and use every opportunity to contribute to the realization of the following goals:

1. Inform the public about the work of the school.
2. Establish confidence in the school.
3. Rally support for proper maintenance of the educational program.
4. Develop an awareness of the importance of education in a democracy.
5. Improve the teamwork concept of uniting parents and teachers in meeting the educational needs of children.
6. Integrate the home, the school and the community in improving educational opportunities for all children.
7. Evaluate the offerings of the schools in meeting the needs of the children in the community.
8. Correct misunderstandings as to the aims and objectives of the schools.

## SECTION 10

### ATTENDANCE

Attendance is the responsibility of the entire school and community. An attractive and meaningful school program, understanding teachers, positive attitudes on the part of parents and community in general toward school and school attendance, and economic security can do more to promote good attendance than mere law enforcement. These positive aspects are more effective than relying on the law; yet there is definite need for the law. Delegating responsibility to a specific person for carrying out the purpose of the law is needed to complete a well-rounded attendance program. This responsibility is the obligation of the director of pupil personnel.

#### Compulsory Age and Attendance

"Except as provided in KRS 159.030, each parent, guardian or other person residing in the state and having in custody or charge any child between the ages of seven and sixteen years shall send the child to a regular public day school for the full term that the public school of the district in which the child resides is in session . . . ." (See KRS 159.010)

#### Exemptions From Compulsory Attendance

"The board of education of the district in which the child resides shall exempt from the requirement of attendance upon a regular public day school every child of compulsory school age:

- (a) Who is a graduate from an accredited or an approved four-year high school; or
- (b) Who is enrolled and in regular attendance in a private or parochial regular day school approved by the State Board of Education; or
- (c) Whose physical or mental condition prevents or renders inadvisable attendance at school or application to study; or
- (d) Who is deaf or blind to an extent that renders him incapable of receiving instruction in the regular elementary or secondary schools, but whose mental condition permits application to study.

Before granting an exemption under paragraph (c) of this section the board of education shall require satisfactory evidence,

in the form of a signed statement of a licensed physician or public health officer, that the condition of the child prevents or renders inadvisable attendance at school or application to study. On the basis of such evidence the board of education may exclude any such child from school. (KRS 159.030)

### Constructive Use of Authority

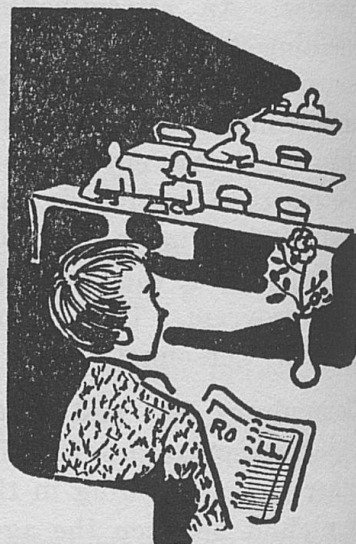
Both the Director of Pupil Personnel and the family are subject to law and each has his own responsibility. School attendance laws are not for punishment of parents but for the protection of the rights of children. It is in this way that the court should be used.

The Director of Pupil Personnel should become familiar with the operation of the court and know the officials. The judge is the legal guardian of every child. He stands ready to defend the children's rights and to counsel with parents regarding their responsibilities.

Many cases of nonattendance are solved through case work. The help of the court is needed with those who do not respond. A number of attitudes may indicate the need for the use of authority of the court—when promises are made but never kept; when parents avoid the pupil personnel worker; when they are hostile or belligerent or purposely indifferent.

Learning to live as a good citizen is an opportunity that the school experience offers every child. The pupil personnel worker is in a strategic position to help children who are having difficulty in this area of growth. For many children the encounter with the Director of Pupil Personnel may be their first experience with a friendly authority interested in their problems.

The pupil personnel worker who understands and affirms the significance of his job for society and for the healthy vigorous growth of children is truly "building a cathedral." All of his efforts, even the most routine aspects of his job, will be illuminated by that conviction.



### **Child Labor Laws**

Under the new Child Labor Law which became effective on June 17, 1948, four types of employment certificates are provided for:

**General Employment Certificates**—(Form H-1) These certificates authorize full-time regular employment of minors 16 and 17 years of age, who have left school. They are also to be used for employment outside school hours and/or vacation employment of 16 and 17 year-old minors. These certificates are to be used for **minors under 16 only if such minors have completed high school and are to be employed full time.**

**Vacation Employment Certificate**—(Form H-2) These certificates are to be used for minors 14 and 15 years of age who are to be employed outside school hours or during vacation.

**Special Employment Certificates**—(Form H-3) These certificates may be issued for minors 14 and 15 years of age who have been adjudged (under special regulations prescribed by the Superintendent of Public Instruction and the Commissioner of Industrial Relations) incapable of profiting from further instruction available. When issued they authorize employment during school hours as well as outside school hours.

**Age Certificates** These certificates are to be issued for minors 18 to 21 years of age upon request.

**Procedures for Issuing Employment Certificates**—See Kentucky Child Labor Laws

- Ch. 336 Department of Industrial Relations
- Ch. 337 Wages and Hours
- Ch. 338 Safety and Health of Employee
- Ch. 339 Child Labor
- Ch. 340 Employment Agencies
- Ch. 343 Apprenticeship

**Exempted from all provisions of the child-labor law:** Farm work and domestic work performed under the direction or authority of minor's parent or guardian.

## SECTION 11

### CHILD ACCOUNTING

An accurate and complete census of all school age children is essential to the administration and operation of an efficient school system. "The Director of Pupil Personnel shall be responsible for the enforcement of the compulsory attendance and census laws and shall secure the enrollment of all children who should be enrolled . . ." The director of pupil personnel needs the assistance of all school personnel in maintaining a continuing school census.

#### Continuous Census

"Each board of education shall maintain a permanent and continuing school census." (KRS 159.240)

#### Enumeration Procedure

"The State Board of Education shall provide the forms to be used in the permanent and continuing school census, and may make rules and regulations for the operation of the census." (KRS 156.080)

"The director of pupil personnel of each school district, working under the direction of the superintendent of schools, shall institute and maintain a complete, accurate, permanent and continuous census of all children between the ages of six and eighteen that reside in the school district. A child's age is between six and eighteen when the child has reached his sixth birthday and has not passed his eighteenth birthday. . . . The census shall contain any other data required by the Superintendent of Public Instruction. Each board of education shall furnish its director of pupil personnel with such assistance as it deems necessary for the institution and maintenance of the census." (KRS 159.250)

#### Age of Entrance

"Any child who is six years of age or who may become six years of age by December 30 following the opening of school may enter school provided that he enters within thirty calendar days of the beginning of that school year, with the exception that in schools having midyear promotions any child who is six years of age or who may become six years of age within thirty calendar days after the opening of the second semester may enter school at the beginning of that semester." (KRS 158.030)

### Vaccination for Smallpox

"All parents, guardians and other persons having the care, custody or control of any minor, or who have a minor in their employ, shall have the minor vaccinated for smallpox within twelve months after birth or after the minor comes under their care, custody or control." (KRS 214.050)

### Records, Reports and Research

The pupil personnel worker must participate in and carry on appropriate research in his field. Records and reports are one source of material for various approaches to the study of problems and unmet needs of children, of school and community conditions.

Significant factual data which may be indicative of the sources of trouble of children within the school program are:

- (1) number of drop-outs and causes;
- (2) number of failures and causes;
- (3) age-group distribution by boys and girls;
- (4) school population, school enrollment, school attendance and trends in each;
- (5) teacher load for school and individual teachers;
- (6) transportation facilities, bus schedules and distances children travel;
- and (7) plant facilities and services available to children.

In Kentucky a number of record and report forms have been devised for proper child accounting and pupil personnel work. The list below is an index to the instructions and recommendations governing uniform recording and reporting procedures to be found in the pages which follow:

#### CENSUS

- Enumerated Sheet
- Permanent Census Records
- Inactive Census File
- Pre-Census File

#### ENROLLMENT

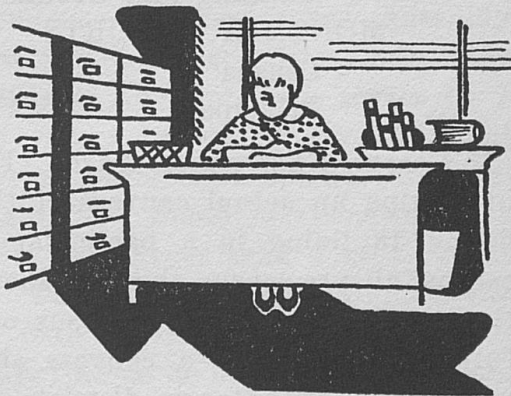
- School Enrollment Cards

#### TRANSFERS

#### WITHDRAWALS

#### RE-ENTRANCE REPORTS

#### ABSENCE REPORTS



## REPORT OF CASES IN COURT

Final Notices

## PHYSICIAN'S STATEMENT

## TEACHER'S REGISTER OF ATTENDANCE

## ANNUAL REPORTS

Census

Principal's

Statistical

Transportation

Building and Grounds

## MONTHLY REPORTS

Census

Principal's

*Census Enumerated Sheet* (Form RR-1) This form is used in making an actual canvass of the children between the ages of 6 and 18 living in a particular district. In the taking of the census, all pre-census children should be enumerated in order that the district may have a census of those who will become six in future years. Such a canvass should be made once every five years and more often in districts affected by a constantly shifting population. The principals and teachers are to assist the director of pupil personnel in making a canvass of their district. Before this enumerating form is placed in the hands of the teacher it is extremely important that they be given instructions regarding the proper methods to be followed in securing and assembling the information needed. Plans to conduct the taking of a census should not be completed until they have been submitted to the Division of Records and Reports for approval. Form RR-1 is furnished by the Division of Records and Reports on request.

*Permanent Census Records* (Form RR-2) This form is used for the purpose of keeping a continuous census record of each child between the ages of 6 and 18 legally residing in the district. This record is to be kept up-to-date for the entire census life of the child, and is to be kept on file in the office of the director of pupil personnel for that district as a permanent record. The making and the future handling of each individual record shall be under the personal direction of the Director of Pupil Personnel. The permanent census should be removed from the files when they are no longer legally a part of the census and should be added when they become a part of the census. The count of cards should check with the monthly report submitted to the Department of Education.



Permanent census cards should be posted with complete information as changes occur in the location of residence, school attending, grade placement, etc. Items on both sides of the card are self-explanatory.

*Filing Permanent Census Cards (RR-2)* Since the area of each school district is divided into census districts coterminous with areas being served by the elementary schools, it is recommended that the census cards be filed accordingly and arranged alphabetically within each census district. In the county school district and in the larger independent districts (census exceeding 1500) it is necessary that a Master File be set up to control the main active census file. This Master File not only serves as a guide in locating the permanent census record of any child but assists in eliminating duplication of permanent census cards between census divisions of the main file. Small inexpensive cards are to be used for the Master File, not larger than 4"x6". These are not furnished by the state. These cards should contain the following data and be identical with form RR-2 as to: (a) full name of child, (b) date of birth, (c) name of parents or guardian, and (d) address and census district name or number. In order for the Master File to exercise control of the census file, the cards must be kept in strict alphabetical order for the district as a whole. Any change made in the file necessitates a corresponding change in the Master File.

To keep the permanent census free from duplication it is necessary that the Master File be up-to-date at all times. Before a record card is added to the census the name must be carefully checked through the Master Mile and the census file. Most duplication results from carelessness in determining whether or not the record of a certain child has been previously filed. Be suspicious of all irregular names and nick-names (Buddy, Billy, Ted, Joe, Kate, etc.) and watch for surnames that vary in manner of spelling (Cavanaugh-Kavanaugh; Meyers-Myers; Rice-Reis; Stevens-Stephens; McLin-McLane, etc.) When a child's surname differs from that of parent be sure to check both name divisions of the file. Children of the middle and upper age group reported as not being listed on the census, yet having no recent change of address, are apt to be filed under a slightly different name or in a different division of the file. The director of pupil personnel is cautioned to be continually alert to the various sources of duplication in order to avoid needless discrepancies.

*Inactive Census File* (Form RR-2) Census cards and master file cards for children who have transferred to other school districts, died or reached their eighteenth birthday are to be removed as soon as possible after information has been verified. The permanent census cards for such children should be placed in the inactive file to be retained indefinitely. If these children should return to the district, their original census record in the district should be taken from the inactive file, posted, and returned to the active file. Before any card is placed in the inactive file, notation of death and date if such has occurred, or new location and date withdrawn if child has moved to another district should be made. Also, before the cards representing withdrawals from the active census are placed in the inactive file, a tabulation of losses must be made and later summarized for the monthly census report. Whether or not it is desirable to keep an inactive file of the master cards depends upon amount of filing space available.

*Pre-Census File* Directly associated with the permanent census if the file for children who are under six years of age. Every available source should be checked to make this file as complete as possible. The most important sources of information for this file may be listed as (1) reverse side of enrollment card (Form RR-3), (2) birth certificates and records of local health units, (3) church registers, (4) list of pre-school children furnished by teacher. The form used for the pre-census record may be a card similar to that recommended for use in the Master File, so that if desired, this card can be made to serve the purpose of a master card when child attains census age. Data should be recorded on the pre-census card in the following order: (a) full name of child, (b) verified birth date (month/day/year), (c) name of father and name of mother, (d) residence address and name of elementary school district serving this residence, and (e) date information was obtained. This file is to be kept up-to-date at all times by posting changes of residence and removing cards as is done with the permanent census cards. *Filing Arrangement:* Cards for children becoming six years of age during current year are to be separated from the others and filed according to month in which birthday occurs. The remaining cards should be filed in alphabetical order. This system of filing enables the director of pupil personnel to make up permanent census cards (RR-2) for those children becoming of census age each month, and furnishes the information called for in the monthly Census Report (Item B and Item K). Full verification of record of each pre-census child reaching his sixth birthday should be made before permanent census card is filed.

*School Enrollment Card* (Form RR-3) This form is to be used by the teacher to report pupils enrolled in school. A card is to be filled out for each child immediately after child enters school. A new enrollment card is to be made out at the beginning of each year. The card, when complete, should be the most important source of information in posting the permanent census record, and keeping the pre-census file complete and up-to-date. Enrollment cards are to be filed in alphabetical order by schools, and should be retained for reference purpose for at least two years. Teachers should be constantly reminded of the importance of reporting accurate and complete information on each card. In case of withdrawal or transfer, the enrollment card is to be removed from active file, new residence location and date withdrawn noted at bottom of card, and filed in a special inactive file for enrollment cards. Although not required, it is desirable that new enrollment cards be filed for pupils transferring to another school within the same district, copies of the enrollment cards or lists containing similar information, should be supplied the director of pupil personnel of the district wherein such children reside, during the first month of school. Extreme care must be taken to prevent the above mentioned children from being entered on the census of the district in which they attend school. Close cooperation of neighboring director of pupil personnel is vital to the efficient administration of school census and attendance.

*Notice of Transfer* (Form RR-4) Notice of Transfer shall be used by the principal or teacher in charge to report immediately the transfer of any pupil, whether within the school district or to another school district. This notice shall be made out in triplicate and all three copies sent to the director of pupil personnel. In the larger county school districts, it may be desirable for the director of pupil personnel to fill out the Notice of Transfer on the basis of information furnished him on a mimeographed report to his office, which is filed by the principal or teacher at regular intervals. Such reports to the director of pupil personnel should be made at least once each month. In case the transfer represents a change from one school to another school in the same school district, the director of pupil personnel will send the original transfer notice to the principal or teacher of the school to which the child has transferred. Principal or teacher receiving transfer notice will immediately return same to the director of pupil personnel stating whether or not the child has been located and has entered school. In case the transfer represents a change from one school district to another

school district the director of pupil personnel will keep the yellow copy and forward the other two copies to the director of pupil personnel of the school district to which the child has reported to have moved. (For detailed procedure see directions on transfer Form **RR-4**.) If the child is not located within a reasonable period of time the director of pupil personnel should return the transfer notice to the sending director, stating that the child could not be located. The census card (Form **RR-2**), master card or pre-census card should be withdrawn from its place in the active file and attached to the original of the transfer notice and when one of the transfer notices is returned the census records filed with the original should then be placed in the proper location in the inactive file, except where transfer is from one school to another in the same school district. In the event the transfer notice is not returned within a reasonable length of time, the census record for the child or children involved should be placed in the inactive file unless further investigation discloses that they are still in the school district. When a family moves the director of pupil personnel must ascertain the names of every child of census age, remove the census records from the active file and send out transfer notices for each child. It is not necessary for transfer notices to be filled out for children of pre-census age, but cards for these children moving from district must be withdrawn from pre-census file. Complete information as to new address of families which have moved is absolutely necessary in order that the director of pupil personnel who receives the transfer may be able to locate the family quickly. A mere statement of the name of the county, or city to which the family has transferred is not considered sufficient. More detailed information as to address is necessary for the efficient operation of the transfer setup. The director of pupil personnel should keep in mind that there exists other sources of information on families moving, and he must rely upon these, especially during the period that school is not in session. Important sources of information are relatives, neighbors, merchants, mail carriers, moving companies, utility companies, newspapers, etc. The sooner the transfer notice is sent the quicker the family will be located. Under no circumstances should transfers be permitted to accumulate until the close of the term. Upon receipt of a transfer notice from another director of pupil personnel, the family must be located before census record cards and the master cards for these children are made out and placed in the active file. The following record of transfer received should be kept up-to-date as an aid in verifying those received by transfer

in Item C, Monthly Census Report. When a child is found without transfer a reverse transfer should be sent to the district where he formerly lived.

*Report of Withdrawals* (Form RR-5) The principal or teacher in charge of any school will use this form in reporting pupils who **have presented valid reason for discontinuing school attendance.** Valid reasons are to be found coded in the Teacher's Register of Attendance as D-<sub>4</sub> (Pupils having passed compulsory school age and quit school), D-<sub>5</sub> (Pupil issued work permit) and (D-<sub>7</sub> (Death, discharge, marriage, graduation or permanent sickness or disability). This form must not be used to report children who have withdrawn to be transferred to another district.

*Re-Entrance Report* (Form RR-6) This form is to be used by teacher or principal to report to the director of pupil personnel the re-entrance of a child reported as withdrawn according to above (Form RR-5), C-<sub>8</sub> Teacher's Register of Attendance. C-<sub>8</sub> is also used in case a child has been in the school and withdraws as D-<sub>6</sub> or D-<sub>2</sub> and then returns to the same classroom. All other re-entries, coded C-<sub>2</sub> to C-<sub>7</sub> inclusive, are to be reported by means of Enrollment Cards (Form RR-3).

*Absence Report* (Form RR-7) This form is used by the principal or teacher in reporting cases of absence to the director of pupil personnel. Absences are to be indicated by encircling on the calendar the proper dates and placing in this space the code number found at the bottom of the report. This report is submitted to the director of pupil personnel who makes the necessary investigation and records the results on the form. The director may then make a duplicate of this form and return the original to the teacher. Future absence reports on the child and the results of future investigations are to be recorded on the same record sheet. This method insures a cumulative record of absences on each child and the results of the director of pupil personnel's investigation. Variation of this method of reporting absences are probably desirable in the larger school districts. In those districts where it is impractical for the director of pupil personnel to receive and investigate absences each day, a report could be filed with the director of pupil personnel each week or every two weeks or every four weeks, depending upon the size of the district. Local directors of pupil personnel should develop mimeographed forms to be used by the teacher in making such reports. It is obvious that it is impossible for the director of

pupil personnel in large districts to make an investigation of all absences. Since the teacher is that member of the school personnel nearest the child in the school situation, the first investigation of any absence should be made by the teacher and the director of pupil personnel's services required only in those cases where the teacher has been unable to obtain the desired results.

If the above mentioned mimeographed form is used to report absences, it is desirable that space be provided on the reverse side for the reporting of changes in membership (information on transfer, withdrawals, re-entries, etc.). This obviates the necessity of distributing Form RR-4, 5 and 6 as well as RR-7, to the teachers and the director of pupil personnel is thus provided with the information necessary for these forms.

*Report of Cases In Court* (Form RR-8) The director of pupil personnel will use this form to keep an office record of court cases. Each director of pupil personnel should keep a file showing case history of each child.

*Physician's Statement* (Form RR-9) The director of pupil personnel shall require the parents or guardians to secure the statement of a physician in all cases of protracted illness and in those cases wherein the director of pupil personnel is in doubt as to the accuracy of the information given by the parent or guardian concerning the physical condition of the child. The director of pupil personnel shall send a copy of this statement to the principal or teacher in charge of the school. This statement of illness will also be accepted when signed by a public health officer.

*Final Notice* (Form RR-10) This form is to be used only in extreme cases after repeated efforts have failed to secure compliance with the provisions of the attendance law. This form becomes ineffective when used in a flagrant manner. To be legal this notice must be served in person or delivered by registered mail. Legal proceedings must follow if terms of this notice are ignored. The following reasons may be accepted as valid excuse for the absence of a child from school:

1. Illness of child
2. Illness in family
3. Death in family
4. Reporting to court
5. Quarantine
6. Lack of sufficient clothing
7. Weather conditions

*Teacher's Register of Attendance* (Form RR-18) Directors of pupil personnel should become thoroughly familiar with every detail of the Teacher's Register of Attendance as this record is the basis of all statistical data submitted to the Superintendent of Public Instruction. The director of pupil personnel must be able to instruct teachers regarding the proper manner of keeping this record, and to quickly detect errors and omissions when book is turned in for inspection. Frequent examination of Teacher's Registers will insure greater efficiency in record keeping. The importance of following directions and keeping this register complete and up-to-date cannot be too strongly emphasized. Much can be accomplished if teachers will study carefully the instructions in the front of the book before actual work begins.

### **Annual Reports**

*School Annual Census Report* (Forms RR-12 and RR-13) Form RR-12 is for the purpose of filing the Annual Census Report for County School Districts; Form RR-13 serves a similar purpose for independent districts. The age of every child is to be calculated on basis of last birthday occurring during the school year July 2, 19—, to July 1 of the next year. (For example, a child born July 7, 1957 would be listed in the same age group as a child born June 7, 1958.) Do not group children according to year of birth for this report. A very important part of both RR-12 and RR-13 is the causes of nonenrollment of census age children. Enrollment plus nonenrollment should equal the number of children that is shown on the official census.

*Principal's Annual Report* (Form RR-20) This report covers the year's enrollment, attendance and membership of schools which have principals or head teachers. It is made in triplicate, one copy to be kept in the principal's or head teacher's file, two copies to be sent to the district superintendent's office at the end of the school year. The district superintendent uses the report in preparing his tabulation sheets, which in turn, are the basis for information submitted on the Annual Statistical Report, Form RR-55, Part III. One copy of the Principal's Annual Report or Head Teacher's Report for each school is submitted to the State Department of Education with the annual Statistical Report.

*Annual Statistical Report* (Form RR-55, Part III) This report represents the district superintendent's annual summary of personnel activities in his district. It covers administrative, other non-

instructional, instructional and pupil personnel. It also summarizes enrollment, attendance and membership for the district. The report is prepared in duplicate, with one copy to be submitted to the State Department of Education within 15 days after the closing of all schools in the district. Tabulation sheets are sent to the superintendent to be used in summarizing data presented on the Annual Statistical Report. One copy of each tabulation sheet so used is sent to the State Department of Education with the statistical report.

*Annual Transportation Report* (Form A-55, Part IV) This report, to be prepared in duplicate, is presented with the Annual Statistical Report, Part III, to the State Department of Education. One copy is retained in the superintendent's files. It covers the school year's transportation activities in the district.

*Annual Buildings and Grounds Report* (Form A-55), Part V) This report, to be prepared in duplicate, is presented with the Annual Statistical Report, Part III, to the State Department of Education. One copy is kept in the superintendent's files. It covers the school year's building situation in a district.

### **Monthly Reports**

*Monthly Census Report* (Form RR-16) This report is to be sent to the Division of Records and Reports, State Department of Education, before the tenth of each month of the year. Hence, the census report for January is due between the first and tenth of February. It covers changes which have occurred during the preceding calendar month. To enable directors of pupil personnel to best secure and record the information called for in this report the following suggestions are offered:

*Official Census Reported on July 1.*

*Total Census at Beginning of Month* (Item A) This figure must correspond to Item J on report of preceding month.

*Number Becoming 6 Years of Age During Month* (Item B) Remove from pre-census file cards for all children reaching sixth birthday during month. (Filed in chronological order.) Verify record on each card, make out permanent census card (RR-2) and master file card. Tabulate, enter number on report and place in the active file.

*Number Received by Transfer During Month* (Item C) Keep an up-to-date list of all children moving into district. Do



not make out permanent census record for these children until enrollment cards signed by the teacher have been received in the superintendent's office or residence has been verified by personal visit of the director of pupil personnel.

*Number Found Without Transfer* (Item D) Keep an up-to-date list of all children of census age moving into district for whom no transfer notice was received. From this list make out and mail reverse transfer to the director of pupil personnel in district from which family moved.

*Number Becoming 18 Years of Age During Month* (Item F) Remove from permanent census file (in July) cards of all children who will become 18 years of age during the current school year. File these cards in a separate division of the active file according to months in which birthdays occur. This enables the director of pupil personnel to quickly assemble the 18-year group for any particular month for tabulation in the Monthly Census Report and for transfer to the inactive file.

*Number Moving Out of School District* (Item G) Upon being notified that a child has moved from a school district, remove permanent census card and master card from active file. After transfer has been made out and notation made for this item on the Monthly Census Report, record new address and date moved in space provided. Cards for children moving may be permitted to accumulate for tabulation and not filed in the inactive file until the end of the month.

*Number of Deaths During Month* (Item H) Remove from census file and place in the inactive file, after entering number on Monthly Census Report. For information on this group make careful check of death notices in local newspaper.

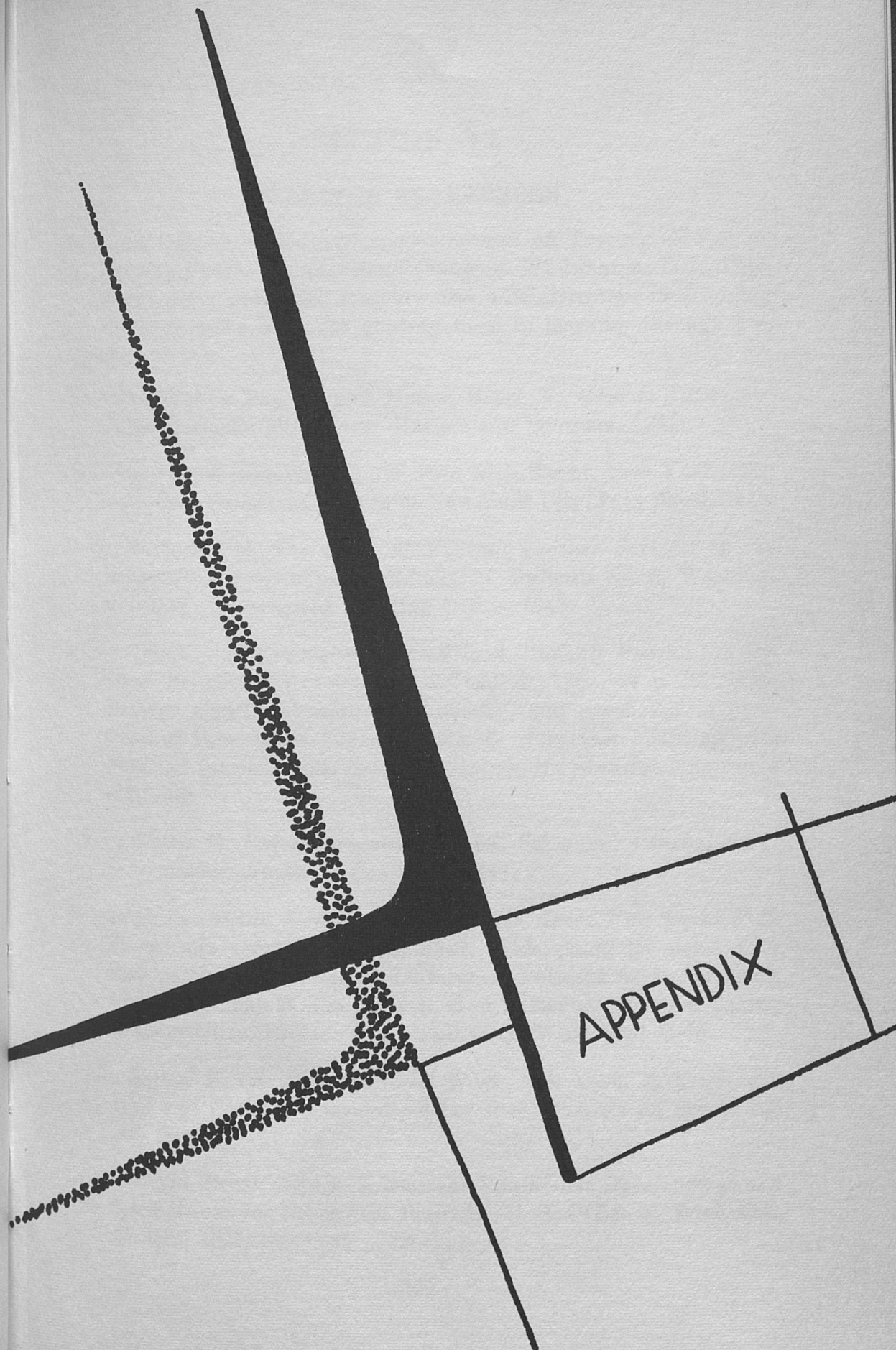
*Number Becoming 6 on or before July 1* (Item K) See instructions under pre-census file, regarding chronological arrangement of children reaching sixth birthday during current year. Verify each card that represents a child to become six years of age during the year and tabulate for monthly report. Prepare and keep up-to-date schedule of the number to be six years of age each month in order to eliminate the necessity of tabulating these for each month.

*Number Becoming 18 on or before July 1 (Item L)* See Item F, above. Tabulate for entire year. Schedule similar to six-year olds mentioned above.

*Principal's (or Head Teacher's) Monthly Report to Superintendent (Form RR-19)* This report is prepared in duplicate at the end of each school month. One copy is submitted to the superintendent of the district. The other copy is to be filed for use in preparing Principal's Annual Report. The report covers the school's enrollment, attendance and membership for a school month.

) See  
ilar to

*Super-*  
uplicate  
to the  
ed for  
covers  
school





A  
B  
C  
C  
M  
D  
D  
E  
F  
S

## SECTION 12

### SELECTED REFERENCES

- American Council on Education, Commission on Teacher Education, *Helping Teachers Understand Children*. Washington, D.C., 1945. A revealing guide for teachers and administrators in studying children and a basis for guiding them in learning through creative living.
- Bingham, Walter Van D. and Moore, Bruce V. *How to Interview*. Third Revision. New York: Harper and Brothers, 1941.
- Children Absent from School*. 136 East 57th Street, New York, Citizens' Committee on Children of New York City, Inc., April, 1949.
- Cook, Katherine M. *The Place of Visiting Teacher Services in the School Program*. Office of Education, Bulletin No. 6, Washington, D.C.: Government Printing Office, 1945.
- Miller, Leonard M. *Counseling High-School Students During the Defense Period*. U. S. Office of Education, 1952. 34 p. 25 cents. Reviews significant military, economic, and psychological pressures of these times, suggests methods of further adapting programs of counseling services, and stresses the need for long-range planning.
- Davis, Frank G. *Pupil Personnel Service*. Scranton, Pennsylvania: International Textbook Company, 1948.
- Duval, Evelyn Millis. *Keeping Up With Teen Agers*. New York: Public Affairs Committee, Inc., 1947. This pamphlet deals with such pertinent problems as: Differences Between the Generations, Changing Times Widen the Gap, How to Reduce Conflict, Taking Responsibility, Friends and Familiarity, What Will Help.
- Fink, Arthur E. *The Field of Social Work*. New York, N. Y.: Henry Holt and Company, revised edition 1948. Chapter on School Social Work.
- Segel, David. *Frustration in Adolescent Youth—Its Development and Implications for the School Program*. U. S. Office of Education, Bulletin 1951, No. 1, 65 p. 25 cents

*Handbook of Cumulative Records.* U. S. Office of Education, Bulletin 1944, No. 5, 104 p. 30 cents

Hecker, Stanley E. *Early School Leavers in Kentucky.* Bulletin of Bureau of School Service, Vol. xxv, No. 4, College of Education, University of Kentucky, June 1953.

Hymes, James L. Jr. *A Pound of Prevention.* New York: State Committee on Mental Hygiene, 1947. Through well illustrated case studies tells how teachers can meet the emotional needs of young children.

Hymes, James L. Jr. "Parents Want To Know These Things About a School," *National Education Association Journal*, 43:279-80, May, 1954.

*Intellectual Abilities in the Adolescent Period—Their Growth and Development.* U. S. Office of Education, Bulletin 1948, No. 6 41 p. 15 cents

*International Association of Pupil Personnel Workers Journal.* a monthly publication.

Jersild, Arthur T. and Associates. *Child Development and the Curriculum.* New York: Bureau of Publications, Teachers College, Columbia, 1946. This book will assist teachers and administrators to develop curricula in terms of the needs of pupils.

Lefever, D. Welty, et al. *Principles and Techniques of Guidance.* New York: The Ronald Press Company, 1950.

Milner, John G. "Understanding the Pressures of Compulsory School Attendance," *Bulletin of the National Association of School Social Workers*, XXIX, March, 1953, 3-11.

New York State Counselors Association, *Practical Handbook for Counselors.* Chicago: Science Research Associates, 1945. To assist counselors and teachers in high schools in guiding young people. Role of counselor, meaning of guidance, technique of the interview, cumulative record, tests, case studies, group activities, basic guidance references.

*Pupil Personnel Services in Elementary and Secondary Schools.* Office of Education Circular No. 325, 1951. Washington: Government Printing Office, 1951. Defines the meaning of pupil personnel services and describes briefly the areas, functions and personnel which pertain to pupil personnel work.

*Schools Face the Delinquency Problem.* Hazel F. Gabbard, et al. Reprinted from *The Bulletin of the National Association of Secondary School Principals*, December 1953. Deals with the prevention of delinquency through improving the total educational program and with the special services that may be provided by the school for caring for delinquency problems.

Strang, Ruth. *The Role of the Teacher in Personnel Work.* Bureau of Publications, Teachers College, Columbia University, 1946.

Walchak, F. A. "Art Helps Pupil Adjustment." *School Arts* 53:24-6, March 1954.

#### State Handbooks

*The Maladjusted, The Illinois Plan for Special Education of Exceptional Children,* Circular Series F, No. 12, Illinois Department of Education.

*The Visiting Teacher in Florida.* Bulletin No. 61. April 1954. Florida State Department of Education.

*The Visiting Teacher in Virginia's Program of Education.* Bulletin No. 13, June 1956. Virginia Department of Education.

*The Visiting Teacher . . . In Georgia.* May 1955. Georgia Department of Education.

*Handbook for Pupil Personnel Workers.* June 1954. Maryland State Department of Education.

*Child Accounting and School Attendance.* May 1954. North Carolina Department of Education.







• C  
**EDUC**

**LIB**  
K



Entered as  
Fran

**VOL. X**