



1963

## The History of Portland's Secondary School Guidance Programs, with Special Reference to Provisions for the Gifted Child

Athlyn Rose Petey  
*Loyola University Chicago*

Follow this and additional works at: [https://ecommons.luc.edu/luc\\_theses](https://ecommons.luc.edu/luc_theses)



Part of the [Education Commons](#)

---

### Recommended Citation

Petey, Athlyn Rose, "The History of Portland's Secondary School Guidance Programs, with Special Reference to Provisions for the Gifted Child" (1963). *Master's Theses*. 1867.  
[https://ecommons.luc.edu/luc\\_theses/1867](https://ecommons.luc.edu/luc_theses/1867)

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact [ecommons@luc.edu](mailto:ecommons@luc.edu).  
Copyright © 1963 Athlyn Rose Petey

THE HISTORY OF PORTLAND'S SECONDARY SCHOOL GUIDANCE PROGRAMS,  
WITH SPECIAL REFERENCE TO PROVISIONS FOR  
THE GIFTED CHILD

by

Athlyn Rose Petey

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts

June

1963

## LIFE

Athlyn Rose Petey was born in Rhinelander, Wisconsin, August 17, 1911.

She was graduated from Rhinelander High School, Rhinelander, Wisconsin, June 1, 1929, and from Mount Mary College, Milwaukee, Wisconsin, June, 1933, with the degree of Bachelor of Arts.

From 1954 to 1956 the author taught English, Social Studies, and Driver Education, at an Ashland, Wisconsin high school.

From 1956 to 1960 she was a secondary school Guidance Counselor in Portland, Oregon, for the Portland Public Schools.

During the summer of 1958, she was Supervisor of student teachers for the Portland Public Schools.

From 1961 to 1962 she was Guidance Consultant and Social Studies teacher at St. Mary's Academy, Portland, Oregon.

The writer developed a standardized Social Studies test which is now being used in the Portland, Oregon, public high schools.

Prior to entering the educational field, the author was a store executive.

## ACKNOWLEDGMENTS

To the following the writer expresses an acknowledgment of a debt of gratitude for their helpful suggestions, patience, constructive criticisms, and educational guidance: Dr. John M. Wozniak, Chairman, Department of Education, and Dr. Ernest I. Proulx, Associate Professor of Education, Loyola University, Chicago, Illinois.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
A. The Problem.....	1
1. Statement of the Problem.....	1
2. Review of Literature.....	3
3. Contribution of the Present Study.....	12
4. Availability of Data.....	15
B. Scope of the Thesis.....	19
C. Procedure.....	19
D. Limitations of the Study.....	20
II. THE GUIDANCE PROGRAM .....	21
A. The Administrators and Guidance Staff.....	30
B. Functional Activities of the Guidance Program.....	35
C. Brief Summary.....	48
III. HISTORY.....	49
A. Development of the Gifted Child Program in Portland.....	57
B. Importance of the Gifted.....	65
C. Brief Summary.....	66
IV. SYNTHESIS OF THE GUIDANCE PROGRAM AND THE GIFTED CHILD.....	69
BIBLIOGRAPHY.....	71

## CHAPTER I

### INTRODUCTION

The purpose of this study is to trace the development of Portland's public secondary-school guidance programs from their origin to the present time. Emphasis will be placed on the general organization of the Gifted Child Program.

The problem to a very considerable extent is one of distinguishing and evaluating the influence of the guidance program on the school system and the curriculum, and of reporting the experiences of the school system in experimenting, evaluating, revising, and permanently establishing an instructional program for gifted and talented boys and girls. It is an appraisal of the guidance program to determine wherein it could be improved. The guidance program was studied in relation to the facilities available, organization, teacher cooperation, administrative support, student participation, effectiveness, and benefits to the students. In addition, an attempt is made to identify inadequacies in the present program and to recommend improvements in the light of current educational thinking. The development of the enrichment program was studied in relationship to several considerations: The desire of the system to improve its provisions for the gifted, and to provide each child with the appropriate education for satisfactory living, so that he will learn what he should, what he can, and that he will have a chance to learn the satisfaction that comes from maximum performance according to his ability.

Every school should have a definite guidance program offering coordinated,

well-planned, and functional pupil personnel services, set forth so that the teachers, the pupils, and the community know of its existence and operation. To many schools this has become quite a problem. Many schools have failed to set up definite programs. As a result, they have lost much of the effectiveness of the unorganized program which they were following. For a guidance program to be effective, it must have the support of the teachers, students, and the community. The teachers should understand the purposes and aims of a definite program. In turn, they can pass this information on to the pupils, who will carry it home to their parents. It might be said that a definite program creates the publicity which it needs to be effective. It shows the pupils and teachers the goal and purpose of such a program and helps them to work in harmony to attain that goal. In the schools today, more and more educators are accepting the concept that the school can be a valuable aid in adjusting the individual to meet life's problems.

Every pupil in the school will sometime need certain services of the guidance program. The tendency in some schools is to regard the guidance program as a medium for restoring delinquent pupils to the status of good school and community citizenship. This is regrettable in that the so-called "normal" boy and girl deserve much more attention from the counselor than they usually receive. Each pupil needs to learn about his own assets and limitations and to make a variety of adjustments based upon a knowledge of himself. He needs information about subjects, curriculums, occupational opportunities, and college requirements. The normal child, no less frequent than the "problem" child, needs assistance in meeting personal problems and in making important choices. All pupils are entitled to these counseling services in direct proportion to



their particular need. To be sure, some of these services are adjustive in character, but they have the same therapeutic value for the pupil whose problem stems from an actual maladjustment.

As our society becomes more complex, the individual's needs become more infinite, and because of specialization needed to perform the daily tasks of the job it is important that the individual's inherent differences be known as early as possible. The school plays a large part in discovering academic, personality, capability and social differences. Therefore, it is in the school that a plan must be made for the recognition and controlling of qualities which make one person different from another. This dissertation is concerned with the development of these plans, and the organization of the program for the Gifted.

It is worthy of note that Portland's total educational development parallels the growth of our nation from a primitive, pioneering, agricultural stage to the highly urbanized and complex civilization of today. From the crude log cabin where the Three R's were taught, to the present modern, scientific organization with equipment valued in the millions of dollars, is indeed a remarkable transformation.

Roeber Erickson and Smith include as certain basic assumptions with respect to guidance programs that:

1. Every pupil in all schools will at some time need the service of an organized guidance program.
2. Guidance services must be provided in accordance with the specific needs of the pupils in that community.

3. The cooperative efforts of administrators and staff members are essential to the development of an effective guidance program.
4. Developing a guidance program requires the selection of a definite starting point.
5. The school must discover and draw into the program all the worthwhile guidance activities already being carried on in the school.
6. The success of the guidance program will be conditioned by the competency of counselors, the contribution of utilization of community resources.
7. The practices, procedures, tools, and techniques employed in the guidance program must be adapted to the training and ability of the guidance workers who are to make use of them.
8. Every staff member must have a reasonable understanding and appreciation of the practices, procedures, functions, and objectives of the guidance program.
9. The guidance program must be continuously evaluated in terms of preparation and attitude of staff members, administrative support, the effectiveness of the guidance services, and the adequacy of physical and personnel facilities.<sup>1</sup>

It is necessary for some one individual to see the need, take the initiative and point the way for the administration and teachers of the system to

---

<sup>1</sup>Organization and Administration of Guidance Services, Edward C. Roerber, Clifford E. Erickson and Glenn E. Smith, (New York, McGraw-Hill Book Company, 1955), pp. 2-4.

follow when the establishment of a guidance program is needed. Erickson and Smith have referred to this subject in this way: Guidance services are clearly emerging as essential parts of every educational activity. As the school curriculum expands, the need for careful selection becomes more complex, the need for information about that society becomes more acute. As teachers attempt to individualize instruction, they need more and more information about pupils. As we encourage youngsters to become more self-directive, their need for information about themselves becomes more evident. Because of these and many other similar factors, school administrators are recognizing the vital role of a program of guidance services.<sup>2</sup>

The United States has made tremendous progress in the direction of making education universally available, but is still falling a bit short of the ideal of making education as rich, as continuous and as efficient as possible for each individual. The ideal of universal education is to provide the most appropriate education for each child; but the task of providing education for an ever increasing number of students has tended to result in an emphasis on the average, or below average student without adequate provision for individual differences.

Special funds have been appropriated for the education of the mentally and physically handicapped pupil, but in many cases limited or no special provision has been made for the gifted child. However, the emerging philosophy that education must be concerned with each individual and with all kinds of growth in each individual demands that special attention be given to the gifted.

---

<sup>2</sup>Ibid., p. 1.

At the present time, many schools throughout the country are adjusting their programs to fit the needs and capacities of the gifted children. The Portland Public Schools in Portland, Oregon, started its present gifted child program in 1953.

By "gifted children" is meant those who test much above average on standardized scales for the measurement of intelligence, and also those who test much above average on scales for the measurement of the special talents.

In the past, and to a degree now, the highly gifted children were likely to be regarded with tolerance or as an unnatural phenomenon to be ignored. Magazines pictured them with nearsighted eyes peering through thick-lensed glasses. This attitude, Leta Stetter Hollingsworth believed, was the reflection of widespread resentment of the more able by the less able. Gifted children whose creativeness places them far above the rank of the average child are likely to be resented.

Early in the history of education there were strong implications that gifted children were emotionally unstable. The roots of this attitude lie deep in the history of philosophy and psychology. There has been some speculation as to the relationship between genius and instability as far back as 450 B.C. This problem was realized by Socrates, Democritus, Plato, Aristotle, and Seneca. Science turned its attention to the question with the birth of psychiatry. In 1859, Moreau de Tours wrote the first psychiatric treatise on the problem, and Lombroso made it a celebrated theme of controversy throughout the scientific world.

However, Paul Witty, William Lewis, and Lewis M. Terman have found evidence that gifted children are not emotionally unstable. They find that gifted

children are equal, or superior, to the general population in degree of emotional maturity, number of behavior problems and ability to adapt to conditions which they cannot change. They also indicated that the gifted child usually has a superior body and mind. This physical vitality and mental ability help them cope with strains and stresses. He is better equipped to correct undesirable emotional conditions or personality trends.

At the same time, there is evidence that many gifted children experience serious difficulties in meeting life situations because social and emotional maturity are not inherent in giftedness. Their high intelligence gives them insights that are helpful in solving problems, but often is the source of a keen sensitivity that compels them to face problems not ordinarily met by average children.

The gifted child would encounter few of these difficulties, if conditions in the home, the school, and the community were always favorable for their optimum development. But the needs of the gifted are not adequately met, and conditions are obviously not ideal. This indicates a great need for expert direction.

In general, the most important kind of counseling for gifted children is that in which the children and adolescents develop an understanding of themselves and their relation to society. Through skillful "self-directive" counseling they may acquire a sense of social responsibility for their gifts. This child, to attain his best mental health, must have wholesome, satisfying human relations and socially acceptable attitudes toward himself and his fellow man.

Concern for the education of gifted children is not new. At least since

the time of Plato, educators have been concerned with how to provide a suitable education for the gifted child. In spite of this long-time concern, little has been done systematically to build educational programs which will challenge the superior child. Up to the twentieth century, the gifted child was the most neglected in our schools. This may be attributed to a philosophy that favors group instruction and the feeling that the superior child can get along with or without instruction. However, the emerging philosophy that education must be concerned with each individual and with all kinds of growth in each individual demands that special attention be given to the gifted.

A large proportion of the potential abilities of gifted individuals is lost to society through misuse, underuse, or underdevelopment. This waste of talent has probably been greater than the loss suffered from the waste of our natural resources. Some of this waste is caused by economic barriers to educational and vocational opportunities. Another cause is the social attitudes that tend to lower both incentive and opportunity for gifted children of families with low socio-economic status. There is some loss from mental illness and emotional maladjustment. Also, human talent is wasted because the schools fail to identify some of the gifted children.

It is generally agreed that identifying the gifted child as early in his life as possible is highly desirable from the standpoint of both the full development of abilities and his personal adjustment. Even Plato tried ways of identifying the intellectually gifted so they could be educated for leaders in his Utopian state. He concluded that some method must be devised for identifying the gifted while they are still children.

Discovering giftedness in children is the responsibility of parents,

teachers, school administrators, physicians, guidance counselors, and all others who live and work with children.

In developing a program for the identification of talented pupils, all existing sources of information should be carefully examined. These will include school record cards, anecdotal materials, medical and psychological reports, guidance folders, case studies, school leadership records and home background data. Once the child has been identified, a further analysis of this material can provide many clues to his special abilities, personality, and background.

Teacher-judgment should play an important part in identifying gifted children. On the other hand, Witty found that teachers' judgments are often faulty. They are inclined to evaluate a child in terms of his school achievement. Also, teachers tend to underestimate the ability of the gifted child because they overlook the factor of chronological age. However, the use of teacher-judgment can be an important aid to identifying superior children when a teacher is given specific instructions for selecting gifted pupils and when her judgment is used to supplement other means of identification.

The teacher, next to the parent, exerts the most important personal influence on the development of gifted children. What kind of a person should this teacher be? In the first Quiz Kids radio program contest on "The Teacher Who Has Helped Me Most," fourteen thousand letters were submitted by pupils in grades one to twelve. The following traits were observed and are listed in the order of their frequency:

1. Cooperative, democratic attitude.
2. Kindliness and consideration for the individual.
3. Patience.

4. Wide interest.
5. Pleasing personal appearance and manner.
6. Fairness and impartiality.
7. Sense of humor.
8. Good disposition and consistent behavior.
9. Interest in pupils' problems.
10. Flexibility.
11. Use of recognition and praise.
12. Unusual proficiency in teaching a particular subject.

Summarized, these traits indicate that a teacher of gifted children will be a well-adjusted adult, being in part the instructor, the fellow-learner, the psychologist, the mental hygienist, the community worker, the counselor, the specialist in method, and the sympathetic, understanding friend.

There is no best way to provide an education for the mentally superior child. There are four types of organization used today in the elementary schools. These are acceleration, special classes, enrichment, and grouping or a combination of methods.

The first recognition of the gifted child was to accelerate him. As early as 1901, San Francisco worked out the assignment of individual work to the superior student in an attempt to let him progress at his own rate and permitted him to skip grades. Acceleration today is mostly a means of moving a child from one level of instruction to another, but only after he has mastered the work of the level from which he is moving. This is possible only when the classroom instruction is sufficiently differentiated to permit one child to proceed ahead of the group.



There has been much controversy about the advantages and disadvantages of acceleration. However, Terman, Pressey, Keys, Hollingworth, and others find that children of a 135 I.Q., or higher, should be promoted sufficiently to permit college entrance by the age of seventeen at the latest.

In the early attempts to meet the individual needs of the gifted child, the special class was just a method of acceleration. Now, many psychologists and educators are of the opinion that in schools large enough to organize them, the special class is the most efficient and effective procedure. Some of the benefits of a special class are:

1. It offers opportunity for children to work at the level of their abilities.
2. It prevents the formation of bad habits, prevents the waste of time, development of carelessness and resultant loss of interest.
3. It adapts itself to the sponsoring of special aptitudes and interests.
4. It insures normal progress through the grades.
5. It prevents the dislike of school and social maladjustment.
6. It offers the challenge of work with intellectual peers.
7. It makes possible the careful selection of teachers best suited for instruction of the gifted.
8. It insures higher standards of achievement.

Some teachers object to the gifted children leaving the classroom for these classes. They claim the special class is not a real life situation and that there is a possibility of the child becoming conceited.

One of the best arguments in favor of special classes is the fact that

there can be acceleration without the skipping of grades. It is true that these classes are not the only way to provide for the gifted pupil, but it is one of the ways culled out of the various experiments that have preceded it, and offers what appears to be a solution usable in a regular elementary school, acceptable to the community, and profitable to all the children concerned.

A program of enrichment should permit each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; but it should also guide him to explore a wide variety of both intellectual and non-intellectual activities.

An adequate program of enrichment necessitates adding content to existing curriculum and also extending the child's sphere of activity from the classroom into the total school program and community. It should meet the individual needs and interests of the child and should be geared both to his experiential level and his social and emotional level. The teacher and administrator must search for new content and new activity, as more of the same is not the answer to the problem of enrichment.

To develop the whole child to his fullest capacities, to utilize all of his talents, and to evolve satisfying self-realization is the trend in all education today. In keeping with this philosophy the enrichment programs have been created to provide for the needs of the gifted child. Sometimes this is done in the regular classrooms, sometimes in a special class. In other situations, extra-curricular activities, hobby clubs, and other projects are utilized.

Several different plans of making special provisions for gifted children are now in use in schools and colleges throughout the nation. Each plan differs

somewhat from the others, but all are focused upon the gifted child's adequate growth for satisfying self-realization and service to society.

Cleveland, Ohio Schools made provision for their gifted children as early as October, 1921. The Women's City Club sponsored the "major work" project and through their funds, purchased extra books and equipment, financed many field trips, provided transportation for needy students, and gave many hours of their time to cement community interest in the classes. Social studies furnished the core of the program. Students became familiar with the history and evolution of civilized man. Drill subjects were usually done on an individual basis. Science and biography were also a part of the curriculum. These classes were large at first, but they proved inefficient, and the size of the present class is twenty to twenty-five students. This has proven to be the most effective class size for the best results. Tests showed that these students were academically above the normal. In the opinion of the teachers, the chief commendation of the class was the progress in imagination, initiative, resourcefulness and civic responsibility. The students themselves were satisfied with being in these classes, but their chief criticism was of being deprived of social contacts with average children. Also, they felt the need for more vocational guidance.

Los Angeles, in the same year that Cleveland launched its "major work" projects, established the "Opportunity Class." The staff had been experimenting since 1915 to determine the best method to care for their gifted children and had found that enrichment was the best answer to their needs. The principal requested the formation of such a class if there were a sufficient number of gifted children in his school, or within easy transportation distance.

Approximately thirty pupils had to available, testing 125 I. Q. or more. In these "Opportunity Classes," there were no formal lesson assignments, no formal recitations, but there were defined individual goals in a purposeful plan built around a central theme for cooperative research. After all these years of experience, the curriculum in the Los Angeles special classes is more a matter of method than a change in subject matter or materials. The difference from the average class lies in the students' consistent and constant search for meanings and relationships.

Professor Leta Stetter Hollingworth started her work with gifted children in collaboration with Dr. Jacob Theobald of Public School No. 165 in New York City. They experimented with how to educate gifted children and to study them to gain information as to their nature. They kept careful records of social, physical, and educational progress made by these children. Hollingworth found that acceleration on grade placement was no answer for the gifted child and that enrichment was required to secure socially adequate individuals. She asserted that the real advantages were in the greater opportunities for scholastic experiences of cultural enrichment.

The educators in Appleton, Wisconsin did not subscribe to the usual accepted methods of educating the gifted child. Their emphasis was upon the encouragement of genuinely purposeful hobby club, both inside and outside the classroom. Only those pupils who maintained a high standard in their classrooms were eligible to belong. A school spirit of unity and a high degree of social responsibility has developed as a result of the club program. School discipline problems diminished. Active minds were occupied, the curriculum was enriched for the entire school, and a social intelligence was fostered among the gifted

leaders.

In Detroit, Michigan the administration of special classes was determined in each school by the conditions peculiar to each, according to the school's general organization and building enrollment.

In one school, the group remained in their own classrooms two or three times a week, except for special activities. A second school, operating on a platoon system, formed six sections of three half grades who did their academic work separately, but were with the rest of the school in play and auditorium activities. A third group had major work activities guided by the regular classroom teacher in the classroom organization. Every effort was made to give the gifted child a sense of belonging to the school as a whole, and to keep him an integral part of its operation.

Hunters College in New York City set up an elementary school in 1941 as an experiment for the education of the gifted. This school is now known internationally as a laboratory for the study of gifted children. It has served as a center of information about the gifted, as a training center for teachers of the gifted, and as a source of assistance to other institutions working toward the same goals.

The present claim is in brief: Mentally gifted boys and girls deserve a special kind of schooling that is worthy of their gifts, training that will furnish incentives to develop their special capacities to the highest degree, a favorable climate for early exercise of creative energies and the expansion of superior mental powers, and an environment conducive to insightful learning and experimentation in accordance with the gifted child's mental level and rate of mental growth. There is no more important task for the schools than to make

provision for the education of the intellectually elite among the nation's children.

The resources used for my review of literature on the gifted were:

Literature on the gifted child, local literature as issued by the Portland Gifted Child Project, and interviews with the personnel of the Portland Gifted Child Project.

Some books of great length have been written about the principles of guidance. Reference is made to the Bibliography of Selected Publications for Referral found in the appendix. Notwithstanding this, the development of a plan calls for additional investigation concerning the following opposing views: The broad versus the limited viewpoint, the trained specialist versus the ordinary teacher, the progressive versus the conservative philosophy. All that can be done here is to set forth a few points of view upheld by various guidance experts. These points of view, when held almost universally for some time, become principles. The list of principles expressed in a bulletin of the Department of Education of the State of Washington states:

1. Each (school) must build its own program, utilizing its own offerings to meet its own particular needs.
2. It (the guidance program) must be a gradual outgrowth rather than a sudden development.
3. It must represent the conscious organized effort of the entire faculty.
4. The various members (of the faculty) will make contribution in their own specialized fields.
5. There must then be integration of all those guidance services.

6. The students themselves must have some part in the actual building and administration of this work.
7. It must be, first to last, a dynamic, moving influence.
8. Guidance is something we are trying to do with our students; not something that we are trying to do for or to them.
9. It is an INDIVIDUAL not a MASS service.
10. It is a science as well as an ART.
11. Bookkeeping is necessary as a means to an end, but a school may have an elaborate system of bookkeeping and still have little or no real guidance.<sup>3</sup>

Le Fever, Turrell, and Weitzel divide the principles of guidance into three groups summed up as follows:

1. Principles relating to basic assumptions.
2. Principles relating to outcomes projected for the student.
3. Principles relating to the implementing of guidance.

In the first group, according to section headings, the principles are:

1. Guidance is a lifelong process.
2. The guidance service should be extended to all, not simply to the obviously maladjusted.
3. "Guiding" is the absence of data is quackery.

---

<sup>3</sup>Planning a Program of High School Guidance, Bulletin No. 111. The Vital Spark in the Guidance Program, (Olympia, Washington, Department of Education, High School Div., March 26, 1935), p. 10.

4. Special training is needed to do guidance work.<sup>4</sup>

Certain practices in many of our schools do not compare favorably with the principles so simply stated. Guidance stops when the pupil leaves school, and no other agency is prepared to carry on. All the time of counselors, in some cases, is taken up by a relatively small group of poorly reared and poorly adjusted youngsters. Few schools have records complete enough to escape the implication of the third section heading; and, certainly there are so few trained workers and so many pupils to be guided that principle four must be violated at almost every turn.

In the second group, principles relating to outcomes are the following:

1. Guidance seeks to assist the individual in becoming progressively more able to guide himself.
2. Provision must be made for all interrelated aspects of guidance.
3. Any aspect of guidance may serve as an avenue of approval, or means of developing rapport.
4. Each student should have some one individual in the school who is responsible for his guidance.
5. A code of ethics should be vigorously observed by the guidance worker.<sup>5</sup>

The principles relating particularly to the implementing of guidance are:

---

<sup>4</sup>Principles and Techniques of Guidance, D. Welty Le Fever, Archie M. Turrell, and Henry I. Weitzel (New York, Ronald Press Company, 1941), pp. 31-36.

<sup>5</sup>Ibid., pp. 37-42.



1. Guidance activities are of two kinds; group and individual--not all workers are equally competent in both fields.
2. When two or more individuals are engaged in guidance, some one should "head-up" the work.
3. Guidance workers should be assigned to students on some definite basis.
4. Acquaintance with all available guidance agencies or services is essential to the counselor.
5. Lines of promotion should be from teacher to guidance worker to the higher and highest administrative positions.<sup>6</sup>

These principles are likely to require revision, because the schools themselves must progress. An important motivating force for the progress of guidance is the principle that guidance work should form an important link in the chain of promotion.

The scope of this study has been limited by related material available. It was necessary to obtain data through professional meetings, memberships in State and National organizations, field trips, and private interviews with experienced guidance and gifted child personnel.

The procedure which was followed in the presentation of this investigation was to trace the history of Portland's Guidance Programs from their origin to the present time, to discuss the service, the duties and responsibilities of administrators, counselors, and classroom teachers, and the functional

---

<sup>6</sup>Ibid., pp. 43-51.

activities pertaining to the service, including individual inventory and cumulative records, occupational and educational information, the placement function, and follow-up activity. A study was made of the adequacy of the facilities for carrying on the programs, and of the qualifications of staff members. An endeavor was made to present the development of the Portland Gifted Child Program, and to show the importance of distinguishing between what was considered to be worth-while and what was obsolete. The report shows that the changes which were put in motion have not stopped--it will be a continual process of betterment and improvement.

The guidance programs for the gifted child, as described in this study, are limited to the Portland area, thereby presenting local solutions (partial solutions) to many existing problems, and at the same time limited more or less to local conditions. These programs can be expected to undergo constant development in the future. They are permanent features of the instructional program, and whatever change is brought about in the near future will probably be in the form of expansion and refinement.

## CHAPTER II

### THE GUIDANCE PROGRAM

There have been many definitions of guidance. Some definitions are made that encompass the whole gamut of living, while others seem to hit only a narrow segment in the life of an individual. Some of the definitions are as follows:

"Guidance is the process of helping individuals discover, understand, and solve their problems."

"Guidance is the process of acquainting the individual with the various ways in which he may discover and use his natural endowments, so that he may live and make a living to the best advantage to himself and to society."

The National Vocational Guidance Association has defined guidance as the process of assisting the individual:

1. to select,
2. to prepare for,
3. to enter, and
4. to progress in a vocation.

One definition which seems to me an adequate frame of reference as to what guidance is:

"Guidance is a continuing process of helping boys and girls to help themselves, through discovery, understanding, and using their potential to the fullest. By so doing, the individual is helped to make the maximum

contribution to himself and to society."

Guidance should help a person to live adequately at any age and get ready for the next age.

An adequate and workable concept of guidance could be outlined like this:

1. Guidance is not a subject to be taught.
2. Guidance is not the use of tests to tell students what they should do.
3. Guidance is a service aimed at the proper adjustment of young people as well as taking a look into the probable future of these young people in advanced education, business and industry.
4. Guidance is a point-of-view--an emphasis in education which tried to understand the individual student and to help the individual understand himself.
5. Guidance tries to provide opportunities for experiences which will enable the youngster to develop his potentialities to the utmost.
6. The trained guidance worker can assist the youngster and his parents in getting together information necessary to making suitable plans, and, in doing, this the guidance worker renders a very worthwhile service.
7. Guidance does not take from the pupil the responsibility for selecting goals and making plans towards such goals.
8. Guidance assists the youngster by every possible means to progress in the direction of being able to make wise plans for himself.
9. There is no dictation in guidance--no prescription writing.

10. There is no pigeonholing of youngsters and forever labeling boys and girls where there is a well-organized guidance program.

There is a distinction between the definitions guidance and guidance program. It is important to recognize that a guidance program differs from guidance in that it is a set of services which provide opportunities for the attainment of the guidance objectives.

The first questions confronting the pioneer in guidance probably were: What is the advantage of this new program? What good will it do? Is this just another fad? It is actually worth considering? How can we eliminate confusion? The answer to these questions was established by observing the benefits as they were received by the individual students, teachers, and the community as a whole.

Students may justly anticipate better personal, social, and economic adjustment. By taking the individual and measuring his aptitudes, abilities, attitudes, limitations, interests, opportunities, experiences, and problems through the basic functions of the guidance program--the individual inventory, occupational and educational information, counseling, exploratory and training opportunities, placement (defined as satisfactory adjustment to the next step), follow-up, coordination of home and the community agencies, and services to teachers--we have a functional guidance program.

A functioning guidance program is better able to help the students with such problems, as Jones classifies into the following areas and conditions in his Principles of Guidance:

Problem Areas and Conditions

## 1. Health and physical development

## Conditions

- a. Physical defects--sight, hearing, speech, deformity
- b. Inability to excel in athletics
- c. Lack of physical coordination
- d. Lack of physical vigor
- e. Malnutrition
- f. Physical unattractiveness
- g. Sickness
- h. Undersize or oversize

## 2. Home and family relationship

## Conditions

- a. Dominance of parents
- b. Lack of control by parents
- c. Lack of home fellowship
- d. Broken homes--death, divorce, separation
- e. Home duties--too few or too many
- f. Jealousy or friction among children
- g. Non-wholesome home conditions--physical, social moral
- h. Disapproving family
- i. Lack of cooperation with school

## 3. Leisure time

## Conditions

- a. Lack of interest in sports and games

- b. Inability because of poor health or physical handicaps to engage in sports
- c. Limited resources for enjoyment
- d. Lack of interest in reading
- e. Lack of skill in handicraft

#### 4. Personality

##### Conditions

- a. Extreme sensitiveness
- b. Shyness
- c. Lack of aggressiveness
- d. Strong aversions
- e. Self confidence or its lack
- f. Excessive conceit, egotism
- g. Carelessness
- h. Inability to get along with people
- i. Delusions
- j. Lack of sportsmanship
- k. Inferiority complex
- l. Superiority complex
- m. Lack of social mindedness
- n. Emotional instability

#### 5. Religious life and church affiliations

##### Conditions

- a. Religious doubts and conflicts
- b. Extreme religious attitude of parents

- c. Conversion
  - d. Excessive religious activity
  - e. Apparent conflict between science and religion
6. School

Conditions

- a. Budgeting time
- b. Ineffective study habits
- c. Lack of application
- d. Lack of independence
- e. Too much help given by teacher
- f. Lack of interest in school work
- g. Feeling of boredom
- h. Inability to see value in certain subjects
- i. Fear of failure
- j. Unwillingness to put forth effort
- k. Dislike for teacher or for school
- l. Too long assignments
- m. Impatience with slower pupils
- n. Poor study conditions in school or at home
- o. Lack of adjustment of work to mental ability of pupil
- p. Poor preparation
- q. Too much attention to athletics or other student activities
- r. Feeling of injustice
- s. Poor orientation in general
- t. Feeling that no one takes an interest in him
- u. Poor choice of school or of subject



- v. Choice of school or college
- w. Planning work in preparation for college
- x. Truancy

7. Social (including moral, civic and leadership)

Conditions

- a. Cheating, lying, stealing
- b. Lack of moral standards
- c. Manners
- d. Anti-social tendencies
- e. Racial handicaps and antipathies
- f. Insufficient social life
- g. Excessive social life
- h. Unwise use of leisure
- i. Smoking and drinking
- j. Discourtesy
- k. Rebellion against authority
- l. Intolerance of others' beliefs and opinions
- m. Choice of friends of opposite sex
- n. "Petting" and "necking"
- o. Flirting
- p. Disappointment in love
- q. Being in love
- r. Unreasonable restriction on friendship with opposite sex
- s. Sex perversions
- t. Double standards of morality

- u. Low ideals of civic responsibility
- v. Unwillingness to assume citizenship duties
- w. Inability to choose leaders wisely
- x. Unwillingness to follow chosen leaders
- y. Unwillingness to accept responsibility as a leader

## 8. Vocational

### Conditions

- a. Insistence by parents on a certain vocation
- b. Inability to choose among several vocations
- c. Unwise choice of vocation
- d. Determining fitness for a given vocation
- e. Choosing the best preparation for the vocation
- f. Lack of time or money to secure the preparation necessary for the vocation chosen
- g. Lack of opportunities in the vocation chosen
- h. Difficulty in finding a job
- i. Difficulty in adjustment to the conditions of the job.<sup>7</sup>

The student in the guidance program is then engaged in an educational process. Freeman points out concerning individual differences of the students that:

Guidance in education is fundamentally a matter of understanding and utilizing our knowledge of human variability in mentality, in traits of

---

<sup>7</sup>Principles of Guidance, Arthur J. Jones, (New York: McGraw-Hill Book Company, Inc., 1945), pp. 55-57.

personality; in understanding the causes of failure in school, as well as of  
<sup>8</sup>  
 success.

If the guidance program does nothing more than equip the student with the tools of self-appraisal and evaluation of his assets and limitations, it will have better prepared him for the realistic problems of life--this being one of the benefits of counselor-student relationships.

The classroom teacher finds new interests in her class when she becomes aware that students have unique qualities; which, when understood, greatly improve the student-teacher relationship in the classroom.

Through the use of objective data, such as that provided by the testing function of the guidance program, the teacher gains organized insight before serious problems arise. The cumulative records of each student provides a short cut to the understanding of students' possibilities.

It is a common understanding that the teacher carries a heavy load in the average public high school. The teacher's ordinary demands call for five or six classes, extra-curricular programs, preparation of lessons, correction of papers, special help for slow pupils, handling behavior problems, making out reports, and out-of-school community activities. However, a teacher can be expected to contribute wholeheartedly to such a program if the relationship of guidance to the job already being done is clearly understood. All teachers carry on guidance and will continue inevitably to do so. The guidance program should be under the direction of one who has specialized in this field and a

---

<sup>8</sup>The Psychology of Adolescence, Karl C. Garrison, (New York: Prentice-Hall., 1946), p. 291.

staff of specially trained counselors is needed if the program is to reach its greatest effectiveness, but these specialists can succeed only if they have the full and active cooperation of the teachers.

The task of guidance has never been a private function. It started in the schools and civic agencies and perhaps will never become a private function to any large extent. It is rather a community function, in which the school can and should play a leading role. Very often there are more resources available within the school and the community than those of which any individual pupil is aware. Through a school assembly program, through the home room, and through the classes themselves it is possible to call attention to these facilities which are available for recreational, occupational, educational, and personal service.

The guidance program serves as a connecting link between the in-school and out-of-school lives of the student. It must recognize the importance of related agencies, and it must attempt to help parents meet their parental responsibilities in a more effective way. It gathers information about the community resources, carries on community studies, and helps to mobilize the community so that its youth services may become more adequate. At the same time, it helps students understand the influence of these services upon his own behavior. Through the activities of a guidance program the community becomes conscious of what the school is doing for the student. Greater interest is stimulated throughout the community.

Pupils, parents and teachers all play a very important part in planning the whole program. The community is inseparable from those who live in it. They have a voice in all group plans that effect them; therefore, the

community surely derives much benefit from a guidance program.

It is regrettable that all too many guidance programs have failed before they were even started. This was not the result of faulty ideals of guidance minded individuals, nor was it because of a lack of interest. Certainly the pupils have never discouraged guidance, now has the open-minded teacher; but somewhere along the line the instigators of the program have failed through their shortsightedness. Perhaps they felt that the school board (the governing body of the system) was not interested in such matters, but nothing could be more erroneous. The board would be the first group interested in proving the school's services to the student. It is no more than right that the school board's relationship to the guidance program be defined at this point: Chief responsibilities:

1. To provide funds for the program.
2. To help interpret the guidance program to the community.
3. Discover the attitude and philosophy of the superintendent and principals relative to a pupil-personnel program.
4. Ascertain what is being done in the elementary and secondary schools in regard to the individual inventory, informational services, counseling, placement, follow-up, and services by other specialists.
5. Determine whether these pupil-personnel services are organized.  
If not, encourage the organization of these services into a functional program.
6. Provide funds for necessary equipment, supplies, and interviewing.
7. Employ specialists wherever feasible.

8. Select those teachers when employing replacements who are pupil-personnel minded and also with a view to supplementing the skills of other staff members.
9. Encourage the in-service training of teachers in the development and furtherance of skills in pupil-personnel services. This can be done on-the-job through having professional faculty meetings, and will increase or supplement the skills which they already have and which are needed by the school system in the furtherance of a total pupil-personnel program.<sup>9</sup>

The principal should recognize that counseling and other guidance activities are an integral part of the school program. He will find it necessary to arrange the school schedule to allow sufficient time for carrying on guidance activities. The principal cannot delegate his responsibility for providing encouragement and support of staff members in their guidance activities. He will need to designate one staff member to head up the program. Much of the work of coordinating the program can be assigned to a member of the staff, leaving the principal free to assume administrative control of the program. The staff member placed in charge is better able to treat this responsibility as a major one, especially if he happens to have the necessary guidance qualifications. This person should have the sympathetic support and active assistance of the principal in organizing the activities of the program, setting up objectives, and obtain the assistance of other staff members.

---

<sup>9</sup>The Bulletin of the National Association of Secondary School Principals, Franklin R. Zeran and Galen Jones, October, 1947, p. 32.

The principal has the administrative authority required for providing many of the facilities needed. Essential to the guidance program is procurement of cumulative record forms, offices for counselors, filing cabinets, and other necessary supplies and facilities.

The encouragement that the principal must give to staff members as they carry out their respective guidance functions is so very important that it cannot be supplied by any other person in the school. Certain key persons will need to secure additional training if they are to contribute effectively to the guidance program. Training in the basic purposes and functions of the program for all staff members is desirable. The principal must be fully aware of the truth of the fact that more guidance programs atrophy as a result of indifference and inadequate leadership on the part of the principals than for any other single reason.

The success of the guidance program is shared by the principal with the person he selects as head-counselor or coordinator. This person should be an individual interested in people and capable of serving as coordinator and trouble shooter for all phases of guidance service. He should possess a higher degree of specialized training than other members of the staff and should be prepared to counsel with special cases, provide leadership, and assist staff members to carry out their functions in the guidance program. He must be familiar with the latest professional materials contributing to the effectiveness of the program, such as; occupational and educational information needed by pupils, specialized techniques, and community resources.

The counselor, with the assistance of teachers and other staff members, should assemble the individual inventories of their counselees. A separate

LEWIS TOWN  
LOXLEY  
MS

file or folder should be provided for each counselee so that data concerning him can be kept in an orderly, accessible manner. The counselor's desk should not be piled high with papers, or he is likely to sacrifice the confidence of the pupils whom he proposes to assist. Since the counselor's major responsibility is counseling, he should keep regular set hours for this function in order that counselees may be assured of being helped in time of need. He should discourage any attempt to utilize his time in any activity not involving counseling services. The counselor who fails to resist every effort to make him the school's handy man is rendering a disservice to his counselees. The counselor endeavors to evaluate his own services as a counselor by follow-up on each placement to determine if a satisfactory adjustment was made by the counselee. He assists school-leavers and works at discovering job opportunities for pupils who remain.

The following is an interesting injection:

#### THE TEN COMMANDMENTS OF A COUNSELOR

By: R. E. Alexander, Director of Guidance Bedford  
High School, Bedford, Ohio

1. "Thou shalt have no other God before me."  
Don't play God! Don't predict the students' future on flimsy evidence or on personal opinions.
2. Thou shalt not worship the graven images of test results nor interpret them to students unless thou understand their meanings.
3. Thou shalt not take the name of "counselor" in vain; more problems are solved by listening than by telling.
4. Five days shalt thou labor and keep the students' problems before thee. Don't carry thy work home from school.
5. Honor the father and mother of thy student and respect their hopes and dreams for their offspring. Cooperate, don't disintegrate.



6. Thou shalt not kill the strong desires of the student. Encourage, don't discourage.

7. Thou shalt not probe into the private lives of thy students; confidence will beget confidence.

8. Thou shalt not steal their feelings of self-importance. Their problems are real; recall they youth, however, vague, and see their problems through their eyes. Do not become a buddy.

9. Thou shalt not bear them false witness nor shalt thou be motherly. Be factual but remember one set of apron strings is enough.

10. Thou shalt use the results found in cumulative records in the interviews as a positive, not a negative guide.

Portland's guidance programs originated in 1938, and were established to give leadership in developing an effective program of guidance and counseling within all schools and on a city-wide basis, to coordinate services available to schools through the Guidance Center and to coordinate the Guidance Service with the Division of Curriculum and Instruction. It provides psychological service for evaluation of all pupils for whom planning is necessary. In 1938 the school district established a department of guidance, counseling and testing, together with an occupational survey unit in cooperation with the State Vocational Education Department and the State and Federal Employment Service, in which all out of school youth would be assisted in securing occupational information and personal assistance in preparing themselves for employment. This program included all youths from sixteen to twenty-five years of age. The State and Federal employment Service Assigned two counselors to the program which was conducted under the supervision of Dr. Eugenie Leonard, who had previously done the same kind of work in San Francisco schools. This program is now handled by the Guidance and Counseling Center of the Portland Public Schools.

A complete survey of the present-day counseling service including

functional activities now follows:

The Guidance and Counseling section of the Child Services Department is responsible for the development and supervision of the guidance programs in the various schools. The section helps with the development of records and the testing program and offers consultative and supervisory services to counselors and teachers.

The increased size and complexity of the modern high school, the expansion of the curriculum, the freedom of choice for individual students, the increasing awareness of individual needs and differences, and the advent of universal education with compulsory attendance to age 18 have brought many more problems to the secondary school.

Since educational theory is built around the individual, it becomes necessary to obtain, assemble, interpret and disseminate pertinent data about each student.

The guidance program has been developed to implement Portland's philosophy of education. The guidance program requires the services of all educational personnel - the classroom teacher, the administrator, and the specially trained counselor.

The guidance program is based upon the principle that every individual has the capacity to change, develop, and improve. Guidance is concerned with all students and facets of each student's development - emotional, social, personal, physical, vocational, and intellectual.

Guidance is a program to serve all students, emphasizing prevention as better than cure. Its major goals are those of education itself: To help students through counseling to understand themselves and their environment; to use the curriculum to make the most of their abilities, interests, and opportunities; to formulate realistic goals and make plans for realizing them; to adjust to various situations in school and community; and to attain greater independence in making their own decisions and in solving their own problems.

Guidance is both a specialized and a general function of secondary education. The guidance specialist coordinates the efforts and focuses the attention of administrators, teachers, attendance personnel, health service personnel, psychometrists, psychiatric workers, and various special education teachers upon the individual, drawing upon the school personnel and community resources to assist the student to reach mature self direction. The classroom teacher, who in many ways is in the best position through knowledge and everyday contact with the student to answer his questions and advise him on many social, personal, and academic matters, plays a key role in guidance.

THE COUNSELING SERVICE. Each Portland high school principal assigns special personnel to provide counseling service. Any teacher who has guidance training may be eligible for counseling assignments.

The guidance and counseling program exists for the following specific purposes:  
To gather information and maintain records.

Collecting and recording data about all students which are used to assist them in their development is the first step in guidance. This information about pupils enables teachers to adjust instruction to individual abilities.

Improved techniques for recognizing individual differences and interpreting behavior are continuously studied by guidance personnel.

Adequate personnel records include a continuing picture of the student's development in ability, achievement, interests, personality, and adjustments. Counselors should keep a factual record of interviews, a record of contacts with parents, teachers, school and community agencies which assist the student, anecdotal records and test information. Counselors coordinate the information gathered from all sources, summarize, and make it available for use.

To provide individual counseling.

The trained counselor in interviews attempts to assist the student to analyze and modify attitudes and behavior in educational, vocational, emotional, or social situations. Recognized leaders in the field of guidance emphasize that the counseling relationship must be separate from any disciplinary function of a punitive nature. The counselor is the one staff member with whom the student can have a continuing personal relationship through his four years of high school.

To recognize deviations.

Trained personnel recognize and interpret symptoms as expressed in school adjustment, social adjustment, emotional adjustment, attendance, health, behavior and personality.

To interpret data.

The counselor, by gathering additional data, by using resources within the school, and by employing the counseling interview, correlates the important factors in the situation.

To indicate possible courses of action.

The counselor interprets to the student and the home the data available and the possible courses of action indicated. With this information, the student is enabled to make realistic choices.

To refer to special services.

Resources within the Child Services Department are available to students

upon the recognition by the counselors of their need. Some resources, such as testing and the school health services, help the counselor further interpret the student's problem. Other resources beyond the skill and scope of the counselor are available through the Child Services Department and community agencies.

To provide information.

Opportunities available within the school, special services offered by the school, information about post high school opportunities are gathered, interpreted, and implemented by the counseling staff by means of individual counseling and group activities.

To recognize and plan for students with special abilities, talents, and handicaps.

The gifted or talented student is identified and plans are made for him to receive a challenging program. Counselors call upon child services personnel, such as special education clinicians, for the diagnosis and placement of the handicapped.

To cooperate with school personnel.

The counselor summarizes pupil data for teachers. He recommends modification of the curriculum to the administration as pupil needs are revealed. He assists in research, such as studies of test data, follow-up studies, and attendance studies. He assists personnel of the Child Services Department by cooperating in the program outlines for the student.

To provide group guidance.

In addition to individual interviews, group techniques offer excellent ways of helping students. College conferences, group forecasting, career conferences, and homerooms have long been employed. The use of modern techniques in group processes is expanding. These devices offer students an excellent opportunity for development of individual and group skills. They also provide the counselor with an additional tool in working with his counselees.

To cooperate with home and community.

Counselors cooperate with individual parents and with parent groups in working with students. Guidance services seek the assistance of community agencies and organizations, in turn interpreting the school to the community.

To assist in planning for post-high school opportunities.

Through the vocational guidance program information and counseling are

provided students to assist them in choosing and preparing for a career. This includes information about post-high school training opportunities to the community.

Through the college and scholarship information program students are assisted in choosing and preparing for further education.

Aid in placement of students in part-time employment is a function of the vocational counselor. A cooperative placement program for high school graduates is maintained with the Oregon Employment Service.

Providing personal recommendations and interpreting records for employers and colleges are major tasks of the counseling staff, services which further assist the student in post-high school adjustment.

To provide training for teachers and counselors.

Assistance to individual counselors and teachers is provided by the administrative-supervisory personnel. Staff meetings in schools and on a city-wide basis provide opportunity for exchange and discussion of ideas regarding methods and techniques. Staff meetings are often used for demonstration and interpretation of techniques. Case conferences also are a means of providing training through staff meetings. In professional meetings, the guidance program is interpreted to faculties. In-service training programs include workshops for counselor training.

To conduct research.

Individuals, schools, the Department of Research, and the Guidance Division cooperate in conducting studies of school-leavers, follow-up studies, surveys of interest and problem areas, surveys of vocational and educational opportunities, and surveys of community resources. The Guidance Center staff analyzes test results and develops local norms. Evaluation studies are made of the counseling program.

To provide material.

Guidance services compile and publish information pertinent to counseling, such as Manual for Test Interpretation and College and Scholarship Information. They select materials to be used in group guidance activities such as the vocational unit. These purposes are implemented in many ways in the Portland Public Schools. The supervisor of guidance coordinates testing services, systems of developing and transmitting records, counseling schedules, and in-service training. The supervisor works closely with other departments to see that all the guidance resources are made available to the high school students.

From the purposes of a guidance program evolve the duties and responsibilities of the high school counselor. The high school counselors should have special training in guidance to prepare them for the varied duties and responsibilities that are a part of their work.

## DUTIES OF COUNSELORS

### A. Individual Inventory Service

To develop, maintain, and make available a complete personal record for each student.

To exchange significant information about counselees with other faculty members.

To confer with parents or guardian, or other family members as need arises.

To arrange case conferences as need arises.

To prepare and present case studies as needed.

To assist with bridging the gap between eighth and ninth grades.

To obtain, study, condense, and file students' records from schools previously attended.

To record development of educational and vocational plans in cumulative record.

To record individual student interview (with date).

To arrange for testing and record test data of all students periodically.

To provide continuous record of development in high school in counselor's Record Form.

To solicit and file periodic ratings by teachers of students.

To study and file teacher's comments, observations, and anecdotal records.

To read and file autobiographies.

To encourage use of sociometric studies and similar rating devices.

### B. Information Services - Group and Individual

To make available information about current education opportunities and requirements of institutions beyond the secondary school. This may be achieved through use of bulletins, college catalogs, posters, charts, photographs, exhibits, and other means to present information to students, many of which are furnished by the Guidance Division.

To collect and make available current information concerning occupational opportunities, requirements, and conditions.

To provide information concerning the recreational opportunities available for secondary school youth.

To provide guidance materials for students' use (Mental Health, Life Adjustment Series).

To collect and make available current information regarding scholarships, loans, and other financial assistance for students who plan to attend college.

To arrange, carry out, and evaluate "Career Days" or "Career Study Groups" in order that students may become acquainted with various occupations.

To disseminate information regarding military obligation and service.

To identify agencies and persons in the community who are willing and able to give individual students accurate occupational training and placement information.

To organize and maintain for effective use a file of occupational information within the counseling room and to maintain cooperatively with the library a similar file.

To enlist the assistance of the social director in obtaining and interpreting information about extra-curricular activities to students.

#### C. Counseling Services.

To provide systematic counseling service for all students, interviewing each one regularly.

To establish a satisfactory counseling relationship with such counselees and to maintain a continuing counseling relationship with students who require it.

To help teachers learn more about their students through interpretation of counseling record material.

To assist teachers to recognize and refer students who need special help.

To assist students in developing educational plans for their high school years.

To counsel students concerning health, economic, social, emotional, and personal problems, as well as academic achievement.

To assist students in reviewing plans and preparing forecasts.

To cooperate with the school administration in the development and adjustment of the school program to meet the needs of students.

To provide personal recommendations to prospective colleges or employers.

To counsel and refer students in need of special services.

To record, distribute, and interpret test information.

To provide group guidance activities based upon a tabulation of information about students' needs, interests, and vocational plans (see Duties of Vocational Counselor).

To apply techniques of group methods to behavior and personal problems.

To confer with school-leavers.

To arrange for student-teacher and teacher-parent conferences.

To assist students to avail themselves of extra-curricular opportunities.

To assist in the orientation of new students by group and individual methods.

To arrange for the assembling of record material for students who transfer.

To assist in coordination of contacts with community agencies (Child Guidance Clinic, courts), groups, and individuals.

D. Vocational Counseling Services - Group and Individual

To assist students who withdraw from school in obtaining additional education, training or suitable employment.



To coordinate the school placement services with similar community services.

To maintain a file of vocational information in the counseling office.

To assist the librarian in securing and organizing educational and vocational information material.

#### E. Follow-Up and Adjustment Services.

Under the direction of the supervisor of guidance in cooperation with various divisions of the Child Services Department, follow-up studies and various analyses of services are conducted periodically.

The administration and the counseling staff within each high school assist in studies of the following types:

To conduct periodic follow-up studies of all school youth.

To conduct follow-up studies of high school graduates who apply for college entrance.

To study school-leavers.

To recommend to the principal problems which need study and research.

To relate findings from pupil data to curriculum.

#### DUTIES OF THE CLASSROOM TEACHER

To understand the responsibilities of the counselor.

To become familiar with the folders of the students in his classes.

To keep a record of students whose cumulative folders indicate that they may need special attention.

To make use of the specialized resources and services that the guidance personnel can supply.

To work directly with the counselor in helping atypical students.

To integrate group guidance into classroom teaching to help all students who face a variety of adjustment problems in the normal course of growing up.

To help all students grow in self-understanding through opportunities for self-evaluation and appraisal in classroom situations. Developmental guidance is largely the province of the classroom

teacher. The teacher must perceive how much a student is able to "take" in self-evaluation without undermining his self-confidence.

To understand how students learn and provide classroom experiences that will help all students to grow toward maximum achievement for them. Vary learning experiences to meet individual needs.

To understand that the group of students in his class represents a pattern of social interaction. The teacher should understand to what degree and for what things each student is accepted or rejected by the group. This will help in understanding aggressive behavior or extreme shyness and will help the teacher in planning for these students.

To plan for conferences with the counselors to help in gaining a better understanding of students.

To assist the counselors in developing records that will be of value in group or individual counseling.

To assist the counselor in planning case conferences where there are severe adjustment problems or where such problems can be avoided by concerted effort on the part of all of the people concerned.

To secure assistance from the counselors in using guidance tools more effectively such as tests and data in the student folders.

To know when to refer students to the counselor.

To keep up to date on guidance matters pertaining to his particular field of study. For instance, the English teacher should be informed on college entrance requirements in English; the business education teacher should be acquainted with employment opportunities and on-the-job problems of his students. Each teacher should emphasize the vocational implications of the subject matter he is teaching.

As of 1958, Oregon certifies its counselors, and it seems appropriate at this time to present a statement regarding professional competency:

CODE OF ETHICS FOR COUNSELORS  
Oregon Personnel and Guidance Association

A person who would pursue the counseling profession must demonstrate that he has acquired a theoretically based skill and professional competence which become accessible to him only through deliberate and disciplined study. Professional counselors assume a responsible relationship with counselees. The professional counselor will continue to explore the newer developments in the field of counseling and, in collaboration with other members of the profession, will seek to improve available services. Professional counselors are organized into a responsible association which sets standards for admission to practice and exerts influence upon the action of its members, such influence being based upon a code of ethics and concept of competence. This code of ethics involves relationships with counselees, administration and staff, society, self and profession.

I. RESPONSIBILITY TO COUNSELEES

1. The counselor is primarily responsible to his counselee and ultimately to society; these basic loyalties guide all his professional endeavors. The counselor is at all times to respect the integrity and guard the welfare of the person with whom he is working as a counselee.
2. The counselor must obtain his counselee's permission before communicating any information about the counselee that has been given in a counseling relationship to person or agency such as a parent, family physician, a social agency, an employer. An exception to this follows in "3."
3. The counselor should guard professional confidences as a trust and reveal such confidences without the counselee's permission only after most careful deliberation and when there is clear and imminent danger to an individual or to society.
4. Psychological information, such as the results of tests or of a diagnostic appraisal, should be given to a counselee at such time and in such a manner when it is most likely to be accepted by him as part of his self concept; i.e., when it is most likely to be helpful to the counselee's efforts to solve his problems.
5. The counselor must refer his counselee to an appropriate specialist when there is evidence of a difficulty with which the counselor is not competent to deal. In such cases the counselor's responsibility for the welfare of the counselee continues until this responsibility is assumed by the professional person to whom the counselee is referred. In schools or institutions referral should be made through channels and, where children are involved, with parent's consent.

6. Clinical materials, including test results which share the confidentiality of information from counseling interviews, should not be given out indiscriminately nor should they be used in teaching or writing unless the permission of those involved is secured and/or when their identity is obscured beyond likelihood of recognition.
7. Interviews held within a counseling relationship are not to be mechanically recorded for training or other purposes without the knowledge and consent of the counselee. The exception may be recording of interviews for valid research purposes under circumstances where only the research worker can identify the counselee in the transcript.
8. When a counselor's position in an organization is such that some departure is required from the normal expectation that counseling relationships are confidential, it is essential that the counselor make clear to the counselee the nature of his role before counseling is begun.

## II. RESPONSIBILITY TO ADMINISTRATION AND STAFF

1. Counselors are obligated to determine the nature and direction of their loyalties and responsibilities in any particular undertaking, to inform all involved of these commitments, and to carry them out conscientiously.
2. The counselor is obligated to obtain a policy statement from his employer covering counseling situations which may involve a division of loyalties of the counselor to his counselee and to his employer, concerning the handling of confidential information, and to see that this policy is made clear to all concerned.
3. Information obtained in counseling relationships should be discussed only in professional settings and with professional persons who are clearly concerned with the case.
4. Case histories, studies, or reports prepared for the counselor or for professional communication should not be shown to the counselee.
5. A counselor should not accept a private fee or other form of remuneration for professional work with a person who is entitled to his services through an institution or agency.

## III. RESPONSIBILITY TO SOCIETY

1. It is unethical for a counselor, and a betrayal of his responsibility to society, to offer services outside his area of training and experience or beyond his level of competence, or to accept assignments of this nature that are made by his administration.

2. Where a counselor is not granted the rights of "privileged communication" in his state, he must decide for himself whether his professional ethics regarding the confidential nature of his relationship to his counselee are subordinate to the demands of the state as these may be made by an agent of the state or in a court of law. It follows that the counselor must be informed regarding his legal rights and limitations.

#### IV. RESPONSIBILITY TO SELF AND PROFESSION

1. It is desirable in counseling, where sound inter-personal relationships are essential to effective endeavor, that a counselor be aware of the inadequacies in his own personality which may bias his appraisals of others or distort his relationships with them. He should refrain from undertaking any activity where his personal limitations and preconceptions are likely to result in inferior professional services or harm to a counselee.
2. The counselor must distinguish between his own values and those held by his counselee and guard against imposing his own values and moral code upon his counselee.
3. In situations where referral is indicated and the counselee refuses referral, the counselor must carefully weigh the possible harm to the counselee, to himself and to his profession, that might ensue from continuing the relationship. If the counselee is in clear and imminent danger, the counselor should insist on referral or refuse to continue the relationship.
4. Counseling activities, such as administering diagnostic tests, encouraging self-revelations, or engaging in psychological discussions, should be undertaken only with serious intent and not in casual relationships.
5. When, in the opinion of the counselor, another member of the profession is guilty of unethical conduct, and where educational or corrective action has not been taken or is not considered feasible, it is the duty of the counselor to submit in writing to the Ethical Practices Committee, a statement of the nature of the unethical conduct as he understands it with supporting evidence.

This chapter has presented several definitions of guidance, including the distinction between guidance and guidance program, and an adequate concept of guidance. It also states the responsibilities of school board members, administrators, counselors (inclusive of Oregon's code of ethics relative to counselor certification), teachers, and other staff members in a guidance program. It is very important that the responsibilities be carefully determined for all who take part in such a program. Some schools that have engaged in formal guidance have classified the functional activities of the guidance services into more or less broad categories, but this study has condensed these activities, elaborating more on the counseling service, which is the heart of the guidance program, as it is quite generally accepted among educators that the ultimate goal of education is to prepare and equip the individual so that he may readily adjust himself to meet the constantly changing needs that will be experienced throughout life, and counseling helps to give direction to the individual's preparation and adjustment.

## CHAPTER III

### HISTORY

Before discussing the development and importance of Portland's Gifted Child Program, it seems appropriate to first discuss the definition of giftedness adopted by the Portland Gifted Child Program, the philosophy of the identification program, and the methods and techniques of identification that are used:

Actually, giftedness is a matter of definition. Definitions tend to emphasize those things considered as important by a particular group. Portland feels that a definition limited to academic aptitude is inadequate, and that many other socially useful abilities should be identified and developed. Previously, most attempts to identify giftedness had made practically exclusive use of intelligence test scores. Studies indicate however, that outstanding achievement cannot reliably be predicted by this means alone, and that many without high scores on intelligence tests had surpassed those with high scores in accomplishment. Therefore, the Portland Identification Committee developed criteria to be used in conjunction with intelligence test scores in identifying those students with high potential.

In 1952, the Identification Committee recommended that the definition of giftedness as employed by the system should include:

1. Approximately the upper ten percent of the most intellectually talented pupils

2. The same proportion of the most talented in each of seven special aptitudes

The special aptitudes to be included were:

1. Art
2. Music
3. Creative writing
4. Creative dramatics
5. Creative dance
6. Mechanical talent
7. Social leadership

It was recognized that there would be considerable overlap among these talents. In actual practice the percentage of students identified for one or more talents was between fifteen and twenty percent.

It was determined too, that the above definition of giftedness should be applied by each school individually rather than to attempt to determine city-wide cut-off scores. This decision made it possible for each school to develop an active program and to attempt to enrich its curriculum with its most talented students whatever their absolute level of talent.

Seven criteria were agreed upon for the Portland identification program. These criteria were used in developing instruments and techniques that were later used in identifying children:

1. The program should include a wide variety of talents.
2. The program should make use of available data; that is, it should make use of data available from the school districts' regular testing program and such information as is usually available about pupils.



3. The program should use a variety of sources of information. It should not rely only on standardized test information or on the information usually available about children. It should obtain additional information where needed and should use such other sources of information as teacher observations, parent observations, and peer observations. Interest, motivation, good work habits, "drive," and maturity should be considered.
4. The program should be systematic and continuous. Identification should include all grades from kindergarten to twelfth grade and should be carried on regularly each year.
5. The program should consider all children. There should be an opportunity for all children to reveal their talents and abilities.
6. The program should be flexible. There should be an opportunity for children to move in and out of the special training program at any time depending upon what was determined to be in the best interest of the child and the program.
7. The emphasis should be on the program or curriculum to be offered rather than on the child.

Two important aspects of identification that need to be distinguished are:  
Screening and Placement.

Screening is the process of assessing the talents and abilities of pupils. It is a process in which all pupils in a group are tested or observed under standardized conditions and ranked from highest to lowest in ability according to test results or observed performance. The screening process, since it is a survey of the abilities and talents of pupils in a school, provides information

needed to decide what curriculum modifications ought to be made.

Placement is the process of determining which pupils observed should be included in the special program. It is the final selection step. Placement, or final selection for a special program, is influenced by a variety of considerations including the nature of the special program offered by the school, the pupil's out-of-school activities, and other information about the pupil.

From the beginning of the program, the screening and placement of students in special classes and seminars on the secondary level was a cooperative endeavor in which the Gifted Child Program coordinator, the counselors, and the teachers are functioned. Each year the high schools accumulated more and more data upon which to base their evaluation of students, and each year there was a growing awareness among teachers, counselors, and administrators of the necessity for observing students carefully from the time they entered as freshmen. This sharpening of observation improved the placement of gifted students and at the same time promoted a better understanding of students of all levels of ability.

When students entered high school, the elementary principals sent to the freshmen counselors as a part of a "bridging-the-gap" program a substantial folder of data on each student. This folder contained, among other things, predictions of academic success in high school, and IQ based upon the California Test of Mental Maturity administered during the seventh grade and the results of standardized achievement tests administered in the eighth grade. During the first four years of the program, the ninth grade screening process was carried on in a manner similar to that used at the fifth grade. On the basis of IQ and achievement test scores, the upper third of the ninth grade class was selected

to take a ceiling test. The test used for this purpose was the Ohio State Psychological Examination.

On the basis of pilot studies carried on during 1955-56, the Iowa Test of Educational Development were administered to all ninth and eleventh grade students. Simultaneously, a study was carried on to determine whether the Iowa Tests would serve as well as the Ohio State Psychological Examination for the purposes of screening ninth grade students. On the basis of the results of this study, the Ohio State Psychological Examination was discontinued. The ninth grade screening was then done with the aid of the Iowa Tests of Educational Development. As students progressed through high school, additional test information became available and was taken into account in their placement in special classes.

Portland high schools now have available the results from tests as follows:

<u>TEST</u>	<u>GRADE</u>	<u>EXTENT</u>
IQ (California Test of Mental Maturity) (Binet, Wechsler, Wisconsin)	7th 7th-12th as needed 7th and 8th	All pupils (forwarded to high school from elementary school)
Achievement in Reading Spelling, Language	7th and 8th	All pupils (forwarded to high school from elementary school)
Iowa Tests of Educational Development	9th and 11th	All pupils
Ceiling Tests - Ohio State Psychological Examination	9th	Upper third of class (replaced by I.T.E.D.)

Triggs Diagnostic Reading Survey	10th	All pupils
Kuder Preference Record	10th	All pupils
English Composition (Free writing on selected topic)	7th-12th	All pupils (8th, 11th, and special 12th grade papers are marked by central grading board on basis of established criteria)
College aptitude - A.C.E. Psychological Exam	10th	All pupils
College Board Exams	11th and 12th	Those who request it

The methods of placing students in special classes varied slightly from school to school, but in general, they observed the following pattern.

Late in the spring term all teachers received a form upon which they were asked to list students who had done exceptionally well during the year and who might be considered eligible for a special class or seminar. The form gave, in addition to the student's name, his year in high school and the subject he was taking with this particular teacher. After the coordinator had made an examination of each student's work in other fields, had examined his achievement record (grades), and had perhaps interviewed all of his present teachers, the names were given to the counselor.

The counselor's task was to examine the student's personnel folder, observing his IQ, his test scores, examples of his work, such as written compositions, drawings, and projects, and particularly any notes from teachers about the student's personality, his "drive," and his interest in learning. Following these observations, the counselor and the coordinator met in conference and decided whether the student should be invited to become a member of a special class or seminar.

Another approach was also used. The counselor noted pupils whose test records showed promise and then talked with their teachers. It did not often happen, but in rare cases gifted students who were very shy or very introverted did not show up well in large classes and were overlooked by their teachers. It could also happen that a student who had not been recommended by either teacher or counselor, but who knew of the special classes and wished to become a member, might come to the coordinator or counselor and ask to be a candidate. Occasionally parents requested that their children be considered.

Finally, the student was called to the counselor's office, either as one of a small group or alone, if his case was at all unique or doubtful, and was told that he was eligible to become a member of a special class or seminar. He was asked to consider the opportunity carefully, to talk to his parents and to ask their advice, to talk to students who had had experience with the seminars, and to weigh the advantages and disadvantages of spending the required time in a more difficult course.

Frequently, individuals who were not informed concerning the criteria used in selection asked what IQ a student must have to be admitted to a special class or seminar. The answer was that there was no arbitrary minimum, for such things as special talents, "drive," temperament, personality, enjoyment of learning, and other intangibles which were revealed in teacher recommendations all had weight.

Teacher observation is an important factor in the identification of giftedness. At the beginning of the school year, the teacher receives students who are completely, or to some degree, unknown to him. After a few weeks, during which time the teacher becomes acquainted with his pupils and their potentialities, he fills out for each pupil a personality trait sheet, which lists fifteen traits hypothesized to be related to giftedness.

These fifteen traits are:

1. Alertness
2. Powers of observation
3. Curiosity
4. Imagination
5. Sense of humor

6. Choosing difficult problems
7. Perseverence
8. Responsibility
9. Discovering and correcting errors
10. Discrimination
11. Logical reasoning
12. Adjusts to change
13. Long attention span
14. Deep and varied interests
15. Originality

The teacher should refer to information about each student which is available in the main office or counselor's office as the case may be. He may also consult the student's previous teachers to gain a knowledge of his intellectual ability and achievement record. He should observe the presence of any special talents other than general intelligence. Following this period of observation and consultation, the teacher makes a list of those pupils who he has concluded are intellectually gifted or talented. He also lists those whose achievement records appear to be exceptional.

The development of Portland's city-wide Gifted Child Program began when Superintendent Paul A. Rehms and his staff held a series of informal discussions with members of the Reed College staff during the years 1951 and 1952 in order to explore the possibilities of a gifted child program in the Portland Public Schools. Out of these discussions came the outlining of a joint plan which would include activity on the elementary as well as the secondary level. This plan was then submitted as a memorandum from the Portland Public Schools

and Reed College to the Fund for the Advancement of Education for approval and support.

Superintendent Rehms was notified on April 18, 1952 that the Fund had approved the program as outlined in the memorandum and had allocated \$78,000 to the Portland Public Schools for use during the 1952-53 academic year. The following four years' appropriations by the Fund were: \$104,500 for the year 1953-54, \$104,500 for 1954-55, \$67,812 for 1955-56, and \$36,688 for 1956-57.

The reason for the decrease in the last two years' appropriations was that the Portland Public Schools were to assume more of the burden of the expense of the gifted child program. At the end of the academic year 1956-57 the Portland Public Schools assumed the entire cost of the program.

The essential features of the plan submitted to the Fund for the Advancement of Education were as follows:

1. Provision for many kinds of unusual ability so that the traits and talents selected for identification and for development shall not be limited to general intelligence as currently tested and shall include creative, intellectual, artistic and special capacities, and the emotional and moral qualities necessary for effective use of these capacities.
2. Experimentation with methods and materials of instruction for groups and individuals that will challenge and develop unusual abilities of various kinds, and to this end the encouragement and training of good teachers.
3. Coordination of the teaching and the programs of promising students with the common curriculum of the schools and with other educational



resources in the community to avoid fixed grouping, with the intention of enabling other students, (and in some measure all students), to profit from the experimentation.

4. Cooperation with other colleges for following up the students from the program and for working out closer articulation of college curriculum with those of the high schools, and with possible acceleration at either the high school or college level, or both.
5. Close collaboration with a college of liberal arts and sciences in a strategic position for assisting in shaping and evaluating the program and for actively participating in important aspects of it.

The Portland project was administered under the direction of a Liaison Committee composed of two representatives from the Reed College staff and two from the staff of the superintendent of the Portland Public Schools. This committee facilitated close cooperation between the Portland Public Schools and Reed College and acted as an advisory council in matters of policy.

An administrative director was appointed from the staff of the Portland Public Schools. He coordinated the work of the various school committees, and, with the help of specialized assistance, was responsible for directing procedures of identification, helping members of school staffs in evaluating and adapting existing programs, exercising general supervision over the program for the eleventh and twelfth grades, and formulating plans for the development and extension of the program.

A research director was appointed to assist in the development of research studies and evaluative techniques. He directed procedures of identification, developed experimental designs for comparative methods of meeting the needs of

gifted and talented children, and established methods for gathering data in studies of the characteristics of giftedness.

A consultant was appointed from the teaching staff of the schools. He made regular calls in the schools engaged in the project, assisting in the development of in-service programs for teachers.

A building coordinator, who was a member of the staff and who was released half time from teaching, was appointed by the principal in each school involved in the project. The coordinator, with the steering committee appointed from among the teachers in the school, administered the identification tests and planned the project for the school. Assisted by the consultant, the coordinator in each school encouraged teachers as they attempted to meet the needs of the gifted in the homeroom. He arranged field trips, gathered instructional material, invited source persons to the school, and compiled necessary data for research studies and reports.

High school students differ in their abilities, interests, aims, and in their post high school plans. These differences are considered in program planning in Portland high schools.

Over half of the high school student population in Portland enters some type of higher education after graduation. The school system has a responsibility for developing a program of studies which will equip these students to enter higher institutions and progress in their chosen fields. The school system also has a responsibility for program development that will provide potential college-bound students with a balanced program of studies to give breadth to their educational experience.

In the Portland program those who are identified as advanced or talented

are given opportunities to enroll in educational enrichment (EE) sections of subject courses. Advanced seminars for senior students are also available. Students are counseled into classes on an individual basis according to ability and interest. For example, a student may be in an EE section in mathematics and a regular section in English. This pattern may apply to any of the subject fields offered in high school. Because of the nature of the work in EE classes and seminars, few students are counseled into more than one of these sections.

From the beginning the key person in the development of the "educational enrichment" program in each high school was the principal. Under his leadership the high school developed its own program to fit the requirements of its students within the general framework established during the early years of the program.

In order to provide sufficient teacher time for carrying out special provisions for advanced students, from one to two and one-half additional teachers are provided each school, depending on the size of the school. In earlier years an additional one and one-half teachers was assigned to each high school. Part of the additional teacher time was used to release a member of the high school faculty to serve as coordinator of the "EE" program. The rest of the time was used to provide special classes for both intellectually gifted and talented students.

The principal appointed a member of his faculty to serve as coordinator of the program. The coordinator was released from one or more teaching periods to compile data and other pertinent information, to prepare tentative class lists for seminars and special classes, to work with a steering committee in planning the appropriate school program, to prepare reports as needed, and to assist

teachers in acquiring needed books and materials.

The principal appointed representative teachers in the school to act as the steering committee for the program. The vice-principal in charge of curriculum and the program coordinator were also members of the steering committee. This group met to determine the type of program needed in the school, to examine the rosters of identified students, to make recommendations concerning provisions for individual students, to evaluate progress periodically, and to assist in establishing training courses for teachers.

The high school counselors played an active role in identifying gifted students, in advising students in their selection of courses, and in helping students to make decisions concerning the selection of a college, and the selection of a vocation.

Under the cooperative aspects of the program, Reed College made available professors in various fields as consultants to high school teachers. These consultants conducted summer workshops, and in-service training classes during the year to assist teachers with methods and materials for providing appropriate experiences for gifted students. The consultants were also available during the year to assist teachers on an individual basis in finding books and materials in developing units. They gave some lectures to classes on selected topics, and sat in with classes to discuss the meaning of materials which they had studied.

A variety of special classes were provided for gifted students. These included special sections of regular classes, seminars in academic subjects, comprehensive seminars, and special talent classes. All of these classes enjoyed one common advantage--relative homogeneity of ability, which made possible the use of more difficult and specialized materials and more appropriate class

procedures. Instead of the unilateral teacher--student relationship which may tend to prevail in the heterogeneous classes, intra-student discussions were frequent and profitable in the special class with the teacher acting as critical participant. As attitudes of critical responsibility developed in the class as a whole, students often found themselves participating in the teaching process.

A special section was planned as an enrichment class of normal size, twenty-five to thirty-five members, made up of students of high ability in a particular subject who followed the regular Portland course of study which was expanded and enriched and used more mature materials than those usually tried in regular classes. In the early years of the program such classes were rather rare. After some experience with such classes, they became quite common in most high schools. They may be found in all grades from nine through twelve and are generally offered in the four academic subjects--English, social studies, science, and mathematics. They varied somewhat in their nature over the years. Most typically they were elective and did not follow a prescribed course of study. They were sometimes taken as an extra course of study in addition to the regular courses in a subject, but in some schools they were sometimes taken instead of the regular course. In the first year of the program no credit or grades were given, but it was found that expecting high quality work without a grade or credit, while ideally suitable, is unrealistic in the light of the demands upon the students' time. Grades and credit are now given for all seminars.

The most typical attributes of the seminars were their small size and their method. By the seminar method is meant a more or less logical system of trying to find out how an experience, book, or event might be interpreted,

together with an awareness that interpretations are tentative and subject to modification in the light of new evidence. It was developed as a method that put the premium on the pursuit of truth rather than its attainment. It required the participants to define their own problems, to draw their own conclusions, and to focus their expectations on themselves rather than on the instructor.

Wherever possible, primary sources and related authoritative commentaries were used. The emphasis was on an original personal reaction by the student to the material he read, without the intrusion of pre-digested interpretations, including those of the teacher.

The preparation of something for the record was developed as one culminating phase of the seminar process. The precise comparison of contradictory propositions, amplification of a single proposition, definition of the problem without reference to the solution are examples of techniques which were introduced to the students.

Discussions of a variety of challenging materials made the students aware that the various avenues of approaching problems, the necessity for withholding judgment, the process of gaining new concepts is a life-long process. More skillful writing was the result of learning to define a problem, interpret material, and draw conclusions based on their own appreciation. The creative use of material was stressed and effected more satisfactorily in the seminar.

The successful seminar required an atmosphere of cordial, mutual interest. It became evident that a feeling of freedom and responsibility is necessary if the students are to fulfill their desire to develop a concept more fully or pursue an idea at greater length. In this atmosphere there was developed a

respect for differences in personality, modes of expression, and types of oral contribution.

The comprehensive seminar was a class in which selected students were rotated from teacher to teacher at intervals of some weeks, giving students an overview of four subject fields during the first semester: English (or semantics), mathematics, social studies, and science. Some time was also given to group discussion procedures, improvement of study habits, and vocabulary building. During the second semester, students concentrated in the subject of their major interest. Comprehensive seminars were experimented with for two years in two of the high schools. They were abandoned because they seemed to be making too heavy a demand on student time and because many students expressed a desire for more intensive study in the subject of their special interest. However, many teachers still regret the possibly premature abandonment of this "general education" approach and hope that it may be tried again.

Special classes were offered for students with exceptional talent. Classes were offered in vocal and instrumental music, music theory and composition, art creative writing, and dramatics.

Because of the prevailing educational practices in Portland, advanced students were generally assigned to "EE" classes in only one or two subjects. For the remainder of their subjects they were in regular classes with students of a wide range of abilities. This made it necessary for teachers in regular classes to make plans for stimulating the more gifted students in the class.

A variety of procedures was used. Some teachers planned study time for the class while they worked with a smaller group. Some teachers held group conferences with able students for the interchange of ideas. Some teachers gave

the same assignment to the entire class, assigning able students more complex approaches to the general theme. Gifted students were sometimes programmed to the teacher's study hall for conferences.

Teachers of "EE" classes generally taught only one such class and four regular classes. Many of them adapted the materials and methods which they found successful in their "EE" classes to enrich the activities of able students in their regular classes.

From the very beginning the Portland program was concerned with the problems of effecting a smooth transition for the gifted child, from high school to college. In order to explore these problems further, three school-college conferences were sponsored by the Gifted Child Program. The purpose was to explain the features of the public school program for exceptionally endowed high school students and to identify problems arising in the transition of such students from high school to college. Over half of the high school student population in Portland enters some type of higher education after graduation. The school system has a responsibility for developing a program of studies which will equip these students to enter higher institutions and progress in their chosen fields. This ambitious program betokens the importance of a strong program in any community. Mr. Clifford Williams, supervisor of the Gifted Child Program in Portland has said it is very important that the gifted child have the opportunity "to use his mind because he will be the thinker in tomorrow's society." In the Portland schools, he said, children are being educated "according to their ability to learn and their ability to think."

Education in a democracy assumes the obligation of providing opportunity for maximum growth in self-expression and self-realization for each student. An



appropriate program for gifted students is important primarily because it affords opportunities to increase the depth and scope of their learning.

Another important feature of such a program is related to the school's obligation to promote the general welfare. In a civilization dependent upon an increasingly large number of scientists, mathematicians, technicians, and others with special training, it is imperative that more attention be given to identification and development of students with special talents. The seminar method of working with very able students gives opportunity for the development of individual special interests and abilities. As students receive special attention in the areas of their individual interests, the high school takes the first step toward providing a more nearly adequate supply of trained specialists.

This chapter defined giftedness as adopted by the Portland Gifted Child Program, and discussed the philosophy of the identification program, and the methods and techniques used in identification. It also showed how the Gifted Child Program evolved in Portland, why it is considered to be a very important part of the curriculum, and gave a survey of the general organization of the Portland Gifted Child Program.

A survey of the literature of the gifted child showed that concern for the education of gifted children is not a new problem. At least since the time of Plato educators have been concerned with how to provide a suitable education for the gifted child. In spite of this long-time concern, little has been done systematically to build educational programs which will challenge the superior child. Up to the twentieth century the gifted child was the most neglected in our schools. This may be attributed to a philosophy that favors group

instruction and the assumption that the superior child can get along with or without instruction. However, the emerging philosophy that education must be concerned with each individual and with all kinds of growth in each individual demands that special attention be given to the gifted.

A survey of the general organization of the Portland Gifted Child Program was given.

## CHAPTER IV

### SYNTHESIS OF THE GUIDANCE PROGRAM AND THE GIFTED CHILD

The Portland guidance and counseling program exists for specific purposes, one of these being for the identification of gifted or talented students, and the making of plans that these students will receive a challenging program.

Counseling aids the gifted in developing an understanding of themselves and their relation to society. Skillful "self-directive" counseling will help them acquire a sense of social responsibility for their gifts. The gifted child, in order to attain his best mental health, must have wholesome, satisfying human relations and socially acceptable attitudes toward himself and his fellow man. "The democratic ideal can be most fully attained when every individual has opportunity for educational experience commensurate with his abilities and for vocational responsibilities commensurate with his qualifications."<sup>1</sup>

The school must offer broad, functional guidance programs which will enable teachers and administrators to interpret all students' abilities, interests, achievement, and adjustment status. This must be done in ways that will enable each individual student to understand his abilities, interests, and

---

<sup>1</sup>Education of the Gifted, Educational Policies Commission, National Education Association, Washington, D. C., 1950, p. 4.

personality characteristics, to develop them to his life goals, and finally to arrive at a state of complete and mature self-guidance as a contributing citizen of a democratic society.

Individual counseling is an essential step in encouraging the talented. The interpretation of tests to students, parents, and school staffs must be done by specially trained counselors who know the meaning and limitations of tests and who understand student motivation. Counseling is a difficult and specialized task which cannot be performed adequately even by good teachers if they lack this special training.

It is apparent that the counseling-gifted child program has been well accepted by the community as shown by the considerable positive interest of Portland parents and students.

Teacher and administrative enthusiasm for this cooperative effort has been high too, and there is evidence that in working to increase the opportunities for the gifted children, teachers have improved the educational climate for all children.

## BIBLIOGRAPHY

### I. PRIMARY SOURCES

- National Society for the Study of Education. "Provision for the Gifted in High School Guidance." Education for the Gifted. University of Chicago Press, 1958, Chapters 8, 18.
- Portland Public Schools. Evaluation Report. Gifted Child Project. 1955.
- Portland Public Schools. The Gifted Child in Portland. 1959.
- Portland Public Schools. Social Studies Classes for Exceptionally Endowed Students. Bulletin II GC-3.
- . Mathematics Classes for Exceptionally Endowed Students. Bulletin II GC-4.
- . Science Classes for Exceptionally Endowed Students. Bulletin II GC-6.
- . English and Literature Classes for Exceptionally Endowed Students. Bulletin II GC-5.
- . Suggestions for Developing Social Leadership Ability in the Classroom. Bulletin II GC-7.
- Portland Public Schools. Instructional Guide. Curriculum Division, 1956.

### II. SECONDARY SOURCES

#### A. BOOKS

- Abraham, Willard. Common Sense About Gifted Children, New York: Harper and Bros. 1958, Chapters V and VIII.
- Barber, Jos. E., Evaluating School Guidance. Buffalo, New York: Foster and Stewart Publishing, 1946.
- Charters, W. W. General Education and Vocational Guidance, School and Society. October 11, 1947, pp. 273-75.
- Erickson, Clifford E. and Smith, Glenn E. Organization and Administration of Guidance Services. New York, McGraw-Hill Book Company, 1947, p. vii.

- . Organization and Administration of Guidance Services, 1947, p. 1.
- Garrison, Karl C. The Psychology of Adolescence. New York: Prentice-Hall, Inc., 1946, p. 291.
- Hildreth, Gertrude Howell. Educating Gifted Children. New York: Harper and Brothers, 1952, p. 272.
- Hollingworth, Leta S. Gifted Children: Their Nature and Nurture. New York: The Macmillan Company, 1929, p. 374.
- Jones, Arthur J. Principles of Guidance. New York: McGraw-Hill Book Company, Inc., 1945, pp. 55-57.
- Le Fever, D. Welty, Turrell, Archie M. and Weitzel, Henry J. Principles and Techniques of Guidance. New York, Ronald Press Company, 1941, pp. 31-36.
- . Principles and Techniques of Guidance, pp. 37-42.
- . Principles and Techniques of Guidance. pp. 43-51.
- Strang, Ruth. Educational Guidance Its Principles and Practices. New York: The Macmillan Company, 1944.
- Traxler, Arthur E. Techniques of Guidance, New York: Harper and Brothers, 1945.
- Witty, Paul. The Gifted Child. American Association for Gifted Children. Boston: D. D. Heath and Company, 1951, p. 338.

#### B. ARTICLES

- Albin, F. B., "On the Joys of Being a Counselor," The School Bulletin, Portland Public Schools. Volume XXVIII, pp. 191-192.
- Allen, Wendell C., Cumulative Pupil Records. Bureau of Publications, Teachers College, Columbia University, New York, 1943, p. 69.
- Eads, Laura K. and Briston, Wm. H. The Education of Superior Children. Curriculum Division, Bulletin No. 3, Board of Education. New York City, New York: The Board, 1945, p. 39.
- Educational Policies Commission. Education of the Gifted. National Education Association, Washington, D. C. 1950, p. 4.
- Loomis, Grace I. The Education of the Gifted Child. Curriculum Bulletin, No. 97. Eugene, Oregon: University of Oregon, 1952, p. 33.

"The Vital Spark in the Guidance Program." Planning a Program of High School Guidance. Bulletin No. 111, Olympia, Washington, Department of Education, High School Division, March 26, 1935, p. 10.

Zeran, Franklin R. and Jones, Galen. The Bulletin of the National Association of Secondary School Principals. October, 1947, p. 32.

## APPROVAL SHEET

The thesis submitted by Athlyn Rose Petey has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Date

May 22, 1963

  
Signature of Adviser