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An Evaluation of a Visiting Teacher Program in Norfolk County Schools

Emma Flowers Story

College of William & Mary - School of Education

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AN EVALUATION OF "A VISITING TEACHER PROGRAM IN NORFOLK COUNTY SCHOOLS"

BY

EUGENE FLOWERS STORY
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE OF
MASTER OF EDUCATION
1951
[June 8, 1952]
ACKNOWLEDGEMENT

The Virginia State Department of Education has sponsored and encouraged professional growth by providing for in-service training of visiting teachers. The Visiting Teacher In Virginia’s Program of Education has been a useful guide in this study.

Research and reports on visiting teacher and school social work have been helpful in establishing criteria for the evaluation of the program under consideration.

In Norfolk County, the visiting teacher program is considered as an integral part of the total school program as indicated in the Teachers' Handbook and School Directory. Special recognition should be given to Miss Grace M. Smith, Supervising Visiting Teacher in Norfolk County Schools, for her leadership in the in-service training program, and her continued interest and encouragement to those of us who work with her in carrying on the visiting teacher program.

I am deeply indebted to my committee at William and Mary College, and take this opportunity to express my appreciation to Dr. George J. Oliver, chairman of my committee, Mr. George Myers, and Dr. Howard K. Holland for their patient guidance and helpful suggestions in developing, writing, and editing this project; and to Mrs. Josephine D. Clark for a beautiful job of typing.

I am also indebted to my husband, I. E. "Gene" Story for understanding, encouragement, and sacrifice which enabled me to pursue the course toward further education and better qualification for professional service.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION, PROBLEM, DEFINITION OF TERMS, AND PLAN OF STUDY</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope and limitations</td>
<td>1</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>2</td>
</tr>
<tr>
<td>Definition of terms</td>
<td>2</td>
</tr>
<tr>
<td>Visiting teacher</td>
<td>2</td>
</tr>
<tr>
<td>Criteria</td>
<td>3</td>
</tr>
<tr>
<td>Supervisory staff</td>
<td>3</td>
</tr>
<tr>
<td>Plan of study</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. HISTORICAL DEVELOPMENT, SELECTION OF ASPECTS, AND SELECTION AND VALIDATION OF CRITERIA TO BE USED IN EVALUATION OF A VISITING TEACHER PROGRAM</strong></td>
<td>5</td>
</tr>
<tr>
<td>Historical development</td>
<td>5</td>
</tr>
<tr>
<td>Selection of aspects</td>
<td>7</td>
</tr>
<tr>
<td>Selection and validation of criteria</td>
<td>10</td>
</tr>
<tr>
<td><strong>III. DESCRIPTION OF PROGRAM INCLUDING TABLES, CASE HISTORIES, AND ACTIVITIES PERFORMED BY VISITING TEACHER</strong></td>
<td>18</td>
</tr>
<tr>
<td>Description of program including tables</td>
<td>18</td>
</tr>
<tr>
<td>Description of typical cases</td>
<td>39</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Description of activities performed by the</td>
<td></td>
</tr>
<tr>
<td>visiting teacher</td>
<td>59</td>
</tr>
<tr>
<td>IV. APPLYING CRITERIA TO THE VISITING TEACHER PROGRAM</td>
<td></td>
</tr>
<tr>
<td>IN RELATION TO ASPECTS DESCRIBED IN PREVIOUS CHAPTERS</td>
<td>70</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND RECOMMENDATIONS</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>77</td>
</tr>
<tr>
<td>Recommendations</td>
<td>79</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>81</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Source of Referral, Number and Percent of Total Cases</td>
<td>19</td>
</tr>
<tr>
<td>Referred to Visiting Teacher</td>
<td></td>
</tr>
<tr>
<td>II. Reasons Given by Referring Agent for Referring Pupils</td>
<td>20</td>
</tr>
<tr>
<td>to Visiting Teacher</td>
<td></td>
</tr>
<tr>
<td>III. Interview and Conference Procedures Used by Visiting Teacher in Working with 517 Cases</td>
<td>24</td>
</tr>
<tr>
<td>IV. Use of Resources in Working with 142 of the 517 Children Referred</td>
<td>28</td>
</tr>
<tr>
<td>V. Procedures Used in 234 of the 517 Cases Referred</td>
<td>31</td>
</tr>
<tr>
<td>VI. Outcomes of Cases Worked with by Visiting Teacher</td>
<td>33</td>
</tr>
<tr>
<td>VII. Analysis and Summary of Activities of Visiting Teacher in Relation to 517 Referrals</td>
<td>35</td>
</tr>
<tr>
<td>VIII. Professional Meetings Attended by Visiting Teacher</td>
<td>37</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION, PROBLEM, DEFINITION OF TERMS,
AND PLAN OF STUDY

I. INTRODUCTION

Modern education, with its emphasis upon democracy, requires that all children be given equal opportunity to develop the best that is within them for adequate participation in wholesome and useful life. Development and growth of children who are individually different in their abilities and rates of learning as well as in their adjustments to social situations are major problems of the public schools.

School officials attempt to meet their responsibility to children by employing personnel who have qualifications in personality and training to understand the child and help him in his effort to make satisfying use of the opportunities the school has to offer. Among the specialists employed for helping teachers and children are the following: supervisors, nurses, psychologists, guidance directors, and visiting teachers.

II. PROBLEM

Statement of the problem. The purpose of this study is to evaluate the visiting teacher program in ten schools in Norfolk County, Virginia, in light of selected criteria.

Scope and limitations. The Study is limited to selected aspects of the visiting teacher program in ten schools during the year 1950-51.
The group includes two junior high schools, one combination elementary and high school, and seven elementary schools.

**Significance of the study.** The worth of any program is recognized through evidences of growth or changed attitudes and behaviors of individuals whom the program purports to serve.\(^1\) While the visiting teacher program, a comparatively new service, is considered an integral part of the total school program, there is still need for further study and interpretation of its policies and services if it is to serve its real purpose.

Many new members who are added to the teaching staff each year have little idea how to use the services of specialists employed to help them in working with children.

In realization of the need for (1) improvement in understanding the job of the visiting teacher, and (2) competence in interpreting the program, this study is undertaken for the purpose of appraising the existing visiting teacher program. The study should point out strengths and weaknesses and aid in determining next steps or modifications for improving the service.

### III. DEFINITION OF TERMS

**Visiting teacher.** The visiting teacher is a school social worker whose job is to give help to a child, a parent, teacher, and other school personnel who are concerned with problems which are centered in school

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experiences affecting the child's adjustment to the program. This definition is supported by the following quotations:

(1) The visiting teacher is the member of the school staff who works with the home, the school, and the community in making adjustments for and with the child who is having difficulty in profiting from school experience or who is showing early symptoms of maladjustment.2

(2) . . . visiting teacher is first of all a TEACHER with a teacher's training and experience, but a teacher trained in social case work methods, procedures, and techniques . . . a person whose job is to work with unadjusted children.3

Criteria. The criteria, or standards of measurement, are based upon purposes of the visiting teacher program in relation to the total school program. The criteria for this evaluation have been selected from local purposes and validated by references to authorities in the field.

Supervisory staff. The supervisory staff referred to in this study includes: (1) director of instruction, (2) general supervisor, (3) elementary supervisors, (4) special supervisors, (5) psychologists, (6) nurses, and (7) visiting teachers.

IV. PLAN OF STUDY

The second chapter includes: (1) a brief history of the development of the visiting teacher program, (2) the selection and validation of criteria in relation to aspects selected for study and evaluation.


Chapter Three includes a description of the program with reference to selected aspects and the data given in tables, and a description of case work and activities of the visiting teacher.

The fourth chapter deals with the application of criteria developed in Chapter Two.

The fifth and final chapter includes conclusions and recommendations.
CHAPTER II

HISTORICAL DEVELOPMENT, SELECTION OF ASPECTS, AND SELECTION AND VALIDATION OF CRITERIA TO BE USED IN EVALUATION OF A VISITING TEACHER PROGRAM

I. HISTORICAL DEVELOPMENT

The visiting teacher movement originated in 1906 and 1907 in Boston, New York City, and Hartford, Connecticut. The movement was sponsored by community organizations in response to the recognized need for school and community to work together in the educational and social development of children as a means of preventing juvenile delinquency.

During the 1920's a countrywide visiting teacher demonstration was supervised and financed by the Commonwealth Fund. By March, 1923, the National Committee on Visiting Teachers placed workers in thirty communities with the provision that each community would share in the salary and would take over the sponsorship at the end of the demonstration period. In 1930 the demonstration was completed with 214 social workers (visiting teachers) engaged in communities representing 31 states.

At the same time, in Philadelphia, the White Williams Foundation was making a contribution by the development of philosophy and standards, and providing training for visiting teachers.

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2 J. J. Oppenheimer, The Visiting Teacher Movement, New York; Joint Committee on Methods of Preventing Juvenile Delinquency, 1925, pp. 1-12.
Research resulting from the Commonwealth Fund project contributed widely toward the philosophy and services of the visiting teacher program as it is functioning today.

The General Assembly of Virginia, in a special session in 1945 adopted a program for state-wide visiting teacher services. Norfolk County was one of the 62 counties recognizing need for visiting teacher services, and adopting the visiting teacher program in the school system.

Due to the influx of defense workers and service personnel during World War II, and the return of veterans who established homes in the area, the school enrollment in Norfolk County increased from 7,284, in 1940 to 17,795 in 1950. New communities grew up to provide housing for people who came from different regions, bringing with them widely divergent cultures, attitudes, and habits.

Rapid changes in population gave rise to multiple problems which had not been apparent in the smaller and more stable pre-war communities. Norfolk County School System has expanded the school services to meet the needs and help children toward satisfactory adjustment.

The visiting teacher program in Norfolk County began with one full-time visiting teacher who soon met the state requirements through training in social service. The need for visiting teacher services was felt to such an extent that in 1947 one worker was added on a part-time basis in each of the six larger schools. The workers were given in-service training in a short workshop course under the leadership of the supervising visit-

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ing teacher. The program has been expanded during the four years and at the present time (1951) there are two full-time visiting teachers and four workers on a part-time basis.

II. SELECTION OF ASPECTS

The philosophy and purposes of the visiting teacher program in Virginia have been established through cooperative efforts of visiting teachers and other contributing educators who pooled their information in regard to local as well as generally recognized needs. As a result of this cooperative work which was carried out under the sponsorship and guidance of members of the State Department of Education, a handbook for visiting teachers was produced in 1947 and revised in 1950. The handbook serves as a guide for the development and improvement of programs as they are carried out in local divisions as well as in individual schools.

The handbook deals with areas of emphasis and with some detailed descriptions of ways of planning and carrying out the visiting teacher program in relation to the total school program. The areas of emphasis in this particular study are referred to as selected aspects of the visiting teacher program. The aspects are selected in relation to their application to local needs. For further clarification of the areas needing emphasis, quotations such as the following are used:

Increasingly school divisions are planning the total program cooperatively. This is evidenced through the large number of pre-school conferences, in-service study groups and workshops.

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being held each year in local divisions. In most cases representatives from each school work with the superintendent and his administrative and supervisory staff in looking at the problems of the division as a whole. Together they work on purposes which the total school program should serve. Together they decide on areas of emphasis . . . . After an analysis of the major problems that are evident, groups select one or more problems for special study for the year. Once a decision is made concerning the problem to be considered on a division-wide basis, a plan for working on these problems is developed. In this type of planning each school staff has had an opportunity to state its problem in relation to those of the entire division . . . . The visiting teacher is, of course, a member of the planning groups.5

Another statement which, in the investigator's judgment, is basic to selection of aspects for this study and appraisal includes:

The philosophy underlying the work of the visiting teacher in Virginia recognized the visiting teacher as a member of the school staff who participates in planning the total school program by contributing in areas peculiar to his work. It follows quite naturally that the visiting teacher should participate in the evaluation of the effectiveness of the school program by presenting evidences of progress in these same areas. The objectives he chooses for the year should be in line with the objectives of the school. They may be in the area of pupil adjustment; pupil attendance; school, home, and community relationships; cooperation with other agencies; community study and other areas of professional growth.6

Professional growth of the worker is recognized as essential to the improvement of services of the visiting teacher program. An important statement in the handbook is as follows:

Professional growth is a change that takes place within the individual which makes him more competent in carrying out his professional responsibilities and gives him greater insight into possibilities for further development.7

5 Ibid., p. 6.
6 Ibid., p. 31.
7 Ibid., p. 31.
The visiting teacher program, according to the handbook, recognizes growth: (1) through work process, (2) through organized activity, and (3) through evaluation.

Drawing from the foregoing quotations suggestions of areas of emphasis which are applicable to the problems in Norfolk County Schools, the investigator cites implications which are submitted in validation of the selected aspects. The first implication relates to the visiting teacher as a member of the supervisory staff, participating in the overall planning and evaluation of the total school program by contributing in areas peculiar to her work. The second implication relates to the visiting teacher's services to the child, home, school and community. The third area of emphasis implies the use of community resources, and the fourth and last area of emphasis includes provision for professional growth through in-service training.

From the preceding quotations plus practical observation, through experience and research in the literature in the field of visiting teacher and school social work, the investigator selected for this study the following aspects:

1. The visiting teacher's part in the overall planning and evaluation of the total school program.⁸

2. The visiting teacher's services to: (1) the child, (2) the home - parents or guardians, (3) the school - teacher, principal and other school personnel, and (4) the community.⁹


⁹ Ibid. p. 3.
3. The visiting teacher's use of resources.

4. The visiting teacher's participation in in-service training as a means of obtaining professional growth.

III. SELECTION AND VALIDATION OF CRITERIA

The criteria for appraising the visiting teacher program, therefore, are selected in relation to: (1) the visiting teacher's part in the overall planning and evaluation of the total school program, (2) the visiting teacher's services to the child, the home, the school and the community, (3) the visiting teacher's use of resources, and (4) the visiting teacher's participation in the in-service training program.

The criteria are selected from: (1) the program as developed by the State Department of Education which is based upon contributions of visiting teachers and other educators, (2) recognized needs of the local division, and (3) literature in the field of visiting teacher or school social work.

Criterion I - The visiting teacher program should include participation in planning and evaluating of the total school program by contributing in areas peculiar to its work.

Criterion II - The visiting teacher program should provide to children personnel services which are concerned with prevention as well as correction of problems.

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10 Ibid., p. 30.
11 Ibid., pp. 31-34.
12 Ibid., p. 34.
13 Ibid., p. 18.
Criterion III - The program should recognize the value of and foster desirable relations between home, school and community by: (1) interpreting the school program and problems to the home, school, and community, and (2) interpreting to the school educational forces and influences of the home and community.\textsuperscript{14}

Criterion IV - The visiting teacher program should render service to school personnel by: (1) contributing factual information identifying causes of difficulty and (2) cooperatively planning and working together for the best all-round adjustment of children. Cooperative planning for best adjustment of children sometimes requires the visiting teacher to: (1) recommend changes in classroom situations, (2) recommend changes in curriculum, and (3) refer the case (pupil) to other school personnel, agencies, or organizations for help.\textsuperscript{15}

Criterion V - The visiting teacher program should include effective use of all appropriate facilities of the community and coordinate the efforts of all agencies concerned with education and welfare of children.\textsuperscript{16}

Criterion VI - The program should provide for professional growth of staff members while in service.\textsuperscript{17}

For validation of Criterion I, participation in planning and evaluating the total school program by contributing in areas peculiar to

\begin{itemize}
\item \textsuperscript{14} Ibid., pp. 21-30.
\item \textsuperscript{15} Ibid., pp. 22-26.
\item \textsuperscript{16} Ibid., pp. 26-30.
\item \textsuperscript{17} Ibid., pp. 31-34.
\end{itemize}
the work of the program, further support found in the State handbook,\textsuperscript{18} includes emphasis upon: (1) cooperative planning of purposes, (2) analysis of evident problems, (3) deciding upon areas of emphasis, and (4) participation in the evaluation of the effectiveness of the school program, by presenting evidences of progress in terms of the objectives of the school.

In addition to the documentary references to The Visiting Teacher in Virginia's Program of Education, Norfolk County adds emphasis to the visiting teacher's part in planning and evaluation through statements included in a handbook developed in the local school division.

It is the aim of the supervisory staff to assist principals and teachers in planning and carrying out a sound educational program in the county. . . . The supervisory staff will direct its energies toward helping the school develop its program rather than attempt to impose a pattern or program that has been developed elsewhere. . . . This program may be modified according to the study and evaluation done by members of the school staff.\textsuperscript{19}

Criterion II emphasizes services to children which are concerned with prevention as well as correction of problems such as the following:

1. problems of attendance; (a) irregular attendance, (b) non-enrollment, (c) drop-outs, and (d) truants; (2) aggressive anti-social behavior;
2. shy or withdrawn behavior; (3) unsatisfactory achievement in school; and (5) others (reasons for referral enumerated in table II) page 20.

The problems listed above are discussed in the State Handbook\textsuperscript{20}

\textsuperscript{18} Handbook, loc. cit., pp. 6-34.


for visiting teachers and listed on the report forms sent monthly to the Division Superintendent and to the State Department of Education.

Goodykoontz supports the validity of Criterion II in her reference to the visiting teacher services. Goodykoontz states:

"... this type of pupil personnel services uses the social worker's case-work techniques plus the teacher's child-development point of view and knowledge of school programs. It attempts to discover incipient delinquency and bring together all school and community resources to prevent it or if delinquent behavior has developed, to correct and remedy the situation out of which it grew."

Goodykoontz goes further in her emphasis upon services to the child by explaining:

Through specialized training in social work he (the visiting teacher) is prepared to help with many problems in the child's social and emotional environment which interfere with his school achievement. He works with the child, his parents, the teacher, other school personnel, and with social agencies in attempt to solve the difficulties which prevent the child's adequate participation in school activities.

The above quotation not only places emphasis upon Criterion II, but also serves to support Criterion III.

Criterion III stresses the visiting teacher's responsibility in fostering desirable relations between home, school, and community as:

1) interpreting the school program and problems to home and community,

and (2) interpreting outside educational factors and influences to the school.

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22 Ibid., p. 111.

For further validation of Criterion III, reference is made to Oppenheimer\textsuperscript{24} in his report showing results of a survey made by the National Association of Visiting Teachers. Through means of check lists and interviews with visiting teachers, forty-three criteria were established, representing the functions or services of the visiting teachers at that time.

Criteria listed by Oppenheimer bear relationship to the criteria selected for this appraisal; therefore, statements are quoted for the purpose of validating the Criteria selected. In validation of Criterion III statements from Oppenheimer's survey are quoted as the following:

2. Analyze the child's social environment, home and neighborhood.

6. Interpret the school's purposes and ideals as well as meaning of school marks to foreign and ignorant parents.

12. Bring to principal and teacher all data which will make for better understanding of the child.

14. Advise parents of the community agencies which will aid them in present difficulty.

34. Report immoral neighborhood influence to proper organization.\textsuperscript{25}

Criterion IV relates to the visiting teacher's services to school personnel. In the process of identifying causes of difficulties and planning for the best all-round adjustment of children, the visiting teacher frequently finds it is necessary to concentrate her efforts on changes in curriculum and classroom situations. Such planning often

\textsuperscript{24} Oppenheimer, \textit{op. cit.}, pp. 121-125.

\textsuperscript{25} Oppenheimer, \textit{op. cit.}, pp. 122-123.
requires referral to other school personnel or agencies for help with problems.26

In validation of Criterion IV, the following criteria from Oppenheimer are applied:

8. Aid in securing better school adjustments for misfits.

10. Secure the psychological examination of children suspected of mental deficiency.

11. In very difficult problem cases secure an expert psychiatric examination with the approval of the psychologist.

12. Bring to principal and the teacher all the data which will make for better understanding of the child.

13. Secure personal and social data for the principal and the teachers which can be utilized in making educational procedures more effective.

16. Secure the services of visiting nurses or the hospital when illness is found in the family.

18. Aid the nurse in persuading parents to provide for medical or surgical treatment, securing glasses.

19. Take or have children taken to special clinic in case of difficult physical defects if outside duties of the nurse prohibit her from so doing.

25. Secure with the cooperation of the principal special tutoring.

26. Endeavor to find out causes of unusual misconduct and endeavor to remedy conditions.27

Criterion V states: The visiting teacher program should include effective use of the facilities of the community and coordinate the efforts of all agencies concerned with education and welfare of children.

For validation of Criterion V the investigator refers to Oppen-  


27 Oppenheimer, loc. cit., pp. 122-123.
heimer's list of criteria:

14. Advise parents of the community agencies which will aid them in present difficulty.

15. Refer to and secure the cooperation of relief agencies when the family is in need of help.

17. Report cases of suspected contagious diseases to school nurse or health authorities.

31. Cooperate in every way possible with probation officers of the juvenile court.

33. Refer cases of improper guardianship to child welfare agencies.

40. Secure the assistance of a religious organisation when the family needs moral and friendly encouragement.28

Criteria 10, 11, and 16 (Oppenheimer) may also be applied in validation of Criterion V.

Criterion VI refers to professional growth through in-service training. In-service training is recognized as essential to the development and growth of the visiting teacher program as well as other phases of the total school program. According to Oppenheimer,29 the Board of Education in Rochester, New York, established a program of in-service training by employing a staff of qualified visiting teachers to carry out its functions through training and supervision of the work.

The Virginia State Board of Education30 provides for in-service training through regional group conferences, state meetings, and orientation for new visiting teachers. Norfolk County provides for in-service training.

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29 Ibid., pp. 47-48.

training through conferences, workshop experiences, and reading materials contained in the library or Teaching Materials Center. The investigator judges the foregoing evidence to be sufficient validation for the criteria selected for use in appraising a visiting teacher program in Norfolk County.
CHAPTER III

DESCRIPTION OF PROGRAM INCLUDING
TABLES, CASE HISTORIES, AND ACTIVITIES
PERFORMED BY VISITING TEACHER

I. DESCRIPTION OF PROGRAM INCLUDING TABLES

In this chapter the investigator attempts to describe the visiting teacher program in Norfolk County in terms of the areas of emphasis selected in Chapter Two. The areas of emphasis include: (1) the visiting teacher's part in the over-all planning and evaluation of the total school program, (2) the visiting teacher's services to the child, home, school, and community, (3) the visiting teacher's use of resources, and (4) the visiting teacher's participation in in-service training.

This chapter contains eight tables arranged from a final report (based on monthly reports) sent by the Norfolk County Department of Visiting Teachers to the Division Superintendent and to the State Department of Education. The tables contain information as to sources and types of referrals made to the visiting teacher, procedures used in working with cases, a report of outcomes, and a summary of the activities of the visiting teacher.

In addition to the tables the chapter contains descriptions of case histories and activities performed by the visiting teacher as she works with groups and individuals in "planning and carrying out" the total school program.

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TABLE I

SOURCE OF REFERRAL, NUMBER AND PERCENT OF TOTAL CASES REFERRED TO VISITING TEACHER

<table>
<thead>
<tr>
<th>Referred by</th>
<th>Number of cases</th>
<th>Percent of referrals: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>466</td>
<td>90.14</td>
</tr>
<tr>
<td>Family</td>
<td>14</td>
<td>2.71</td>
</tr>
<tr>
<td>Social agencies</td>
<td>26</td>
<td>5.03</td>
</tr>
<tr>
<td>Interested citizens</td>
<td>10</td>
<td>1.93</td>
</tr>
<tr>
<td>Self (pupil)</td>
<td>1</td>
<td>.02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>517</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table I shows that the visiting teacher program is recognized by school, home, and community as a source of help for the individual who is having difficulty in making satisfactory adjustment to the curriculum as well as to the social situations provided by the school. Since the visiting teacher program is an integral part of the total school program, the greatest percentage of referrals are made by the school personnel.
TABLE II

REASONS GIVEN BY THE REFERRING AGENT
FOR REFERRING PUPILS TO VISITING TEACHER

<table>
<thead>
<tr>
<th>Reason for initial referral</th>
<th>Number pupils referred</th>
<th>Percent of referrals: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregular</td>
<td>178</td>
<td>34.43</td>
</tr>
<tr>
<td>Non-enrollment</td>
<td>35</td>
<td>6.91</td>
</tr>
<tr>
<td>Drop-outs</td>
<td>18</td>
<td>3.48</td>
</tr>
<tr>
<td>Truants</td>
<td>57</td>
<td>11.03</td>
</tr>
<tr>
<td>Aggressive anti-social behavior</td>
<td>33</td>
<td>6.58</td>
</tr>
<tr>
<td>Shy or withdrawn behavior</td>
<td>9</td>
<td>1.74</td>
</tr>
<tr>
<td>Health conditions</td>
<td>35</td>
<td>6.96</td>
</tr>
<tr>
<td>Indigency</td>
<td>34</td>
<td>6.58</td>
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<tr>
<td>Unsatisfactory achievement in school</td>
<td>27</td>
<td>5.22</td>
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<td>Others:</td>
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<td></td>
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<tr>
<td>Lack of information</td>
<td>4</td>
<td>.75</td>
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<td>Transferrals</td>
<td>6</td>
<td>1.16</td>
</tr>
<tr>
<td>Needy</td>
<td>51</td>
<td>9.85</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>5</td>
<td>.97</td>
</tr>
<tr>
<td>Stealing</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Sex perversion</td>
<td>3</td>
<td>.58</td>
</tr>
<tr>
<td>Homeless</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Emotional disturbances</td>
<td>9</td>
<td>1.76</td>
</tr>
<tr>
<td>Speech defective</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Delinquency</td>
<td>5</td>
<td>.97</td>
</tr>
<tr>
<td>Indifference of parents</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Mental conditions</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Total</td>
<td>517</td>
<td>100</td>
</tr>
</tbody>
</table>
Table II refers to aspect 2 of the program\(^2\) with implications for the types of services necessary in helping children with problems. The table gives the number and percent of children referred to the visiting teacher and the reason given by the person making the referral.

Of the 517 pupils referred, 291 or 56 percent are boys, and 226 or 44 percent are girls. This fact, though included in this study, has no definite significance in the analysis of data, since there is no provision for breakdown of reasons according to sexes.

Attendance problems constitute the greatest percentage of the total number of referrals. The greater percentage is listed under irregular attendance which is, in most cases, a "mask" representing a symptom of some deeper difficulty. The visiting teacher undertakes the job of finding the real cause of the problem and providing factual information which will enable the school personnel to plan for improvement and adjustment. Planning with parents is also included in the services of the visiting teacher.

Truants represent the second highest, or 11.03 percent, of referrals to the visiting teacher. Truancy is also recognized as a symptom of some deeper problem; therefore, the visiting teacher attempts to find the cause and help find a solution to such problems.

Non-enrollment and drop-outs are listed as reasons for more than ten percent of the referrals under problems of attendance. The school personnel recognizes its responsibility in the rehabilitation and follow-up

\(^2\) Supra., p. 9.
in both types - failure to enroll and drop-outs; therefore, such cases are referred to the visiting teacher.

Aggressive, anti-social behavior represents 6.5% percent of the total referrals. The term aggressive behavior may have many meanings. In some instances aggression is considered wholesome and to be desired, but in the cases referred to the visiting teacher the term aggressive is used to emphasize anti-social behavior appearing in the form of disturbances in the classroom as well as fighting and stealing in school or community.

The 1.74 percent of referrals representing those pupils who are referred because of shy or withdrawn behavior is low in comparison with other reasons for referral. This percentage may be interpreted as failure to recognize the inner feelings of the child who causes no outward disturbance. Such a child may sit passively and be accepted as a "good" or well-behaved individual.

Health conditions comprise 6.96 percent of the total referrals. Health problems needing more specialized attention are referred by the visiting teacher to the school nurse, a physician practicing in the community, or to a clinic for treatment.

Indigency is given as the reason for 6.5% percent of the total number of pupils referred. The indigent pupils represent homes with inadequate incomes for supplying the material needs of children. Indigency in Norfolk County is usually a result of illness of parents, or homes

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broken by death or separation. The visiting teacher investigates each case to determine needs; then coordinates the efforts of agencies or organizations for supplying needs so that indigent children are able to attend school regularly and feel a sense of security in working with the group.

Pupils referred because of unsatisfactory achievement in school make up 5.22 percent of the cases referred to the visiting teacher in the ten schools studied in Norfolk County. Unsatisfactory achievement does not always represent complete failure on the part of the child, but may point up failure of the school personnel to challenge the pupil to put forth his best efforts for satisfactory achievement. Personality conflicts, pressures of home and school, and influences from outside forces play an important role in the child's success or failure to achieve satisfactorily in a given school situation. Treatment of such cases requires planning and working together by all school personnel and others who may help the child to make best use of the school. A change in school situation is often necessary to secure the best all-round adjustment of the child.

Others included in Table II, representing 17.60 percent of the total number of referrals, are classified according to reasons given for referral. The table gives sufficient analysis to reveal the need for use of resources as well as intensive work with child, home, school, and community in order to bring about changes in attitude, habits, and behaviors of individuals. The data in the table show that in 9.58 percent of the cases the referral was on account of need of material supplies in promoting happiness and security for those whose income is insufficient to make necessary provisions.
### TABLE III

INTERVIEW AND CONFERENCE PROCEDURES USED
BY VISITING TEACHER IN WORKING WITH 517 CASES

<table>
<thead>
<tr>
<th>Procedure used</th>
<th>Number times used</th>
<th>Average number of interviews and conferences per capita: (517) referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews and conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>708</td>
<td>1.37</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>721</td>
<td>1.40</td>
</tr>
<tr>
<td>Children</td>
<td>682</td>
<td>1.32</td>
</tr>
<tr>
<td>Parents</td>
<td>651</td>
<td>1.25</td>
</tr>
<tr>
<td>Supervisors</td>
<td>19</td>
<td>.04</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1</td>
<td>.01</td>
</tr>
<tr>
<td>Nurses</td>
<td>28</td>
<td>.05</td>
</tr>
<tr>
<td>Psychologist</td>
<td>12</td>
<td>.02</td>
</tr>
<tr>
<td>Others</td>
<td>18</td>
<td>.03</td>
</tr>
<tr>
<td>Total</td>
<td>2643</td>
<td>5.19</td>
</tr>
</tbody>
</table>

Table III refers to aspects 2 and 3 of the program, planning for and working with children and with other persons who are concerned with the adjustments of children.
Table III shows the number of times different persons were interviewed and the average number of interviews and conferences held with these persons per capita of the total case load.

The interview or conference is basic to the service of the visiting teacher. When a child is referred by a principal or classroom teacher, the visiting teacher takes time to listen and understand the teacher's interpretation of the problem. She listens with the purpose of gaining understanding of the child and his problem and the teacher's thinking and feeling about the child. She gives the teacher an opportunity to release her tensions about the child and his problem. Another twofold purpose of the interview or conference is to report findings and to offer counseling and advice in regard to treatment of the child.

Interviews and conferences with the child give opportunity for understanding the individual - the way he feels about his problem or his environment - and helps in establishing rapport and mutual confidence between the child and visiting teacher. Someone who listens with understanding and sympathy helps the child to release tensions by "talking out" the problem causing the difficulty. Rogers' non-directive method of counseling sometimes enables the child to evaluate his own thinking about the matter and frequently results in changed attitudes and self-adjustment. The non-directive method of counseling is one of the methods employed by


the visiting teacher in working with children.

The visiting teacher's services to the child include listening, counseling, and sometimes defending and pleading the cause of the child. The visiting teacher does not necessarily concur with the child in his attitude; neither does she condemn him for his behavior, but constantly seeks means of effecting changes in attitude and behavior. The author agrees with Hamrin in his definition of guidance: "Guidance is seeing thru John and then seeing John through." She also agrees with him in respecting the individual as a person with emphasis upon the whole person in human relations.

Services to parents include home visits, interviews, and conferences which contribute to the understanding of problems, and give opportunity for planning and working out difficulties through improved relations between home and school. Parents recognize the visiting teacher as a friend to whom they may turn for help in counseling children as well as supplying information in regard to school and community services.

Conferences and interviews with other school personnel represent sharing of information and planning the school program for the child rather than trying to make the child conform to a pattern which does not fit. Through sharing of information, time and energy of school personnel is conserved and there is less duplication of services.

Interviews and conferences with others serve their purpose by coordinating interests, efforts, and services of agencies and organizations.

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S. A. Hamrin, Guidance Talks to Teachers, Bloomington, Ill., Knight and McKnight, 1947.
for helping all concerned with the problem; placing special emphasis upon
the needs of children.
### TABLE IV

**USE OF RESOURCES IN WORKING WITH 142 OF THE 517 CHILDREN REFERRED**

<table>
<thead>
<tr>
<th>Resources and agencies</th>
<th>Number children involved</th>
<th>Percent of total number of children referred: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Department and clinic</td>
<td>12</td>
<td>2.32</td>
</tr>
<tr>
<td>Welfare Department (Norfolk County):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation Officer</td>
<td>19</td>
<td>3.68</td>
</tr>
<tr>
<td>Child and Family Service</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Juvenile Court</td>
<td>4</td>
<td>.75</td>
</tr>
<tr>
<td>Welfare Department (South Norfolk):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation Officer</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Child and Family Service</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Court Social Worker (Norfolk City)</td>
<td>3</td>
<td>.58</td>
</tr>
<tr>
<td>Portsmouth Counseling and Guidance Clinic</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Rehabilitation Supervisor</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>12</td>
<td>2.32</td>
</tr>
<tr>
<td>Other agencies or interested persons</td>
<td>85</td>
<td>16.65</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>27.47</td>
</tr>
</tbody>
</table>

Table IV refers to aspect 3, the use of community resources.
Table IV shows the visiting teacher's use of resources in working with children referred. Health problems are usually referred directly to the school nurse especially when recognized as health problems. Many behavior problems are symptoms of some physical or health defect. When diagnosed and interpreted to the parent and school, it is necessary that the case be referred to clinic or health department for treatment. The visiting teacher secures the cooperation of the school nurse in working out health problems so there may be no unnecessary duplication.

The County Welfare Department provides a probation officer to whom pupils may be referred when the school has exhausted all possible efforts and failed to effect satisfactory adjustments. Child and family service is obtained through the department of public welfare by referring the case to the probation officer. The probation officer bases his plans for working with cases referred upon the case history as reported by the visiting teacher.

The probation officer works with the case and makes referral to the juvenile court as a last means for effecting change in the problem. The probation officer writes the report for the court, but expects the visiting teacher to represent the school in attendance at court and to supply information pertinent to the case.

It is the policy of the visiting teacher program to interpret court procedures to the parent and child as a means of helping, rather than punishing the child. The Court Social Worker and visiting teacher work together in the follow-up of cases placed on probation.

The visiting teacher encourages use of counseling and guidance
clinics when school personnel or parents recognize the need of such services. She prepares a case history for the clinic in order that the workers may be more familiar with the problem as it appears to the school. The visiting teacher receives reports from the clinic and in turn interprets the recommendations to the school.

Work with the rehabilitation supervisor is another guidance service of the visiting teacher. This service is usually given to the exceptional child who needs help in making use of facilities which prepare the child for productive citizenship.

The visiting teacher refers children to the school psychologist when symptoms indicate the need of psychological investigation. The psychologist and visiting teacher share information which contributes to the interpretation of the child's problem.
### TABLE V

PROCEDURES USED IN 284 OF THE 517 CASES REFERRED

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Cases</th>
<th>Percent of total number referred: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requiring slight investigation</td>
<td>98</td>
<td>18.96</td>
</tr>
<tr>
<td>Referred to agencies - all kinds</td>
<td>41</td>
<td>7.96</td>
</tr>
<tr>
<td>Referred to other school services</td>
<td>15</td>
<td>2.90</td>
</tr>
<tr>
<td>Referred to clinics - all kinds</td>
<td>14</td>
<td>2.70</td>
</tr>
<tr>
<td>Referred to Court</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Recommended placement in special schools</td>
<td>4</td>
<td>.75</td>
</tr>
<tr>
<td>Provided material assistance</td>
<td>16</td>
<td>3.09</td>
</tr>
<tr>
<td>Investigated needs and recommended free lunch</td>
<td>34</td>
<td>6.58</td>
</tr>
<tr>
<td>Investigated needs and recommended food, clothing and toys</td>
<td>51</td>
<td>9.86</td>
</tr>
<tr>
<td>Arranged for attending camp (Kiwanis)</td>
<td>10</td>
<td>1.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>284</td>
<td><strong>54.93</strong></td>
</tr>
</tbody>
</table>

Table V refers also to aspects 2 and 3 which relate to planning with school personnel, parents, and with agencies who can give help with problems.
Table V gives an analysis of work with 281 of the 517 children referred to the visiting teacher, and shows the type work required in each situation. The item needing further interpretation is "Recommended placement in special schools". Children needing placement in special schools were victims of home conditions which were contributing to maladjustment to such an extent that the visiting teacher advised parents, and recommended that the Welfare Department arrange for special placement in a different school, home, and community environment. Three parents asked the visiting teacher for help in finding new situations for their children.
TABLE VI

OUTCOMES OF CASES WORKED WITH BY VISITING TEACHER

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Number of cases</th>
<th>Percent in relation to number referred: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparently unimproved:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental and personality deviates</td>
<td>11</td>
<td>2.13</td>
</tr>
<tr>
<td>Newer cases not diagnosed and treated</td>
<td>8</td>
<td>1.74</td>
</tr>
<tr>
<td>Inadequate home situations</td>
<td>14</td>
<td>2.70</td>
</tr>
<tr>
<td>Poor economic conditions</td>
<td>32</td>
<td>6.19</td>
</tr>
<tr>
<td>Unadjusted school situations</td>
<td>6</td>
<td>1.16</td>
</tr>
<tr>
<td>Apparently improved:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>342</td>
<td>66.15</td>
</tr>
<tr>
<td>Home conditions</td>
<td>36</td>
<td>6.96</td>
</tr>
<tr>
<td>School situations</td>
<td>21</td>
<td>4.06</td>
</tr>
<tr>
<td>Community situations</td>
<td>6</td>
<td>1.16</td>
</tr>
<tr>
<td>Left school for the following reasons:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriage</td>
<td>3</td>
<td>.58</td>
</tr>
<tr>
<td>Under school age</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Under 7 (immature)</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Home conditions</td>
<td>3</td>
<td>.58</td>
</tr>
<tr>
<td>Physical conditions</td>
<td>4</td>
<td>.75</td>
</tr>
<tr>
<td>Drop-outs, age 16</td>
<td>30</td>
<td>5.82</td>
</tr>
<tr>
<td>Established ineducability</td>
<td>1</td>
<td>.19</td>
</tr>
<tr>
<td>Incorrigibility</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Placed in special schools (homes)</td>
<td>4</td>
<td>.75</td>
</tr>
<tr>
<td>Committed to State Department of Welfare</td>
<td>2</td>
<td>.37</td>
</tr>
<tr>
<td>Transferred to other school systems</td>
<td>38</td>
<td>7.38</td>
</tr>
</tbody>
</table>

(Because of duplications of individuals in the several categories totals are not significant, and, therefore, are not given.)

Table VI refers to aspects 2 and 3 and shows evidences of success and failure in accomplishment of purposes.
Table VI shows outcomes of cases worked with by the visiting teacher. The author recognizes the fact that apparent results are due to combined efforts and influences of home, school, and community, and should not be attributed solely to the visiting teacher program. The analysis of cases judged improved or unimproved is based on records, observations of the visiting teacher, expressions of the child, and statements made by parents and persons who worked with the individuals. The visiting teacher made an effort to secure from school personnel some comment in regard to each child referred and remaining in school throughout the year. Since the statements of teachers were verbal, no record was made to confirm their reports.

The visiting teacher is aware of the flexibility of human reactions; therefore, pupils counted as improved may be expected to experience some regression. It is also expected that some of the pupils listed under unimproved, at another time, will become well adjusted.

The persons listed as having left school for various reasons are still the responsibility of the school if they remain residents of that particular community. The pupils transferred to other communities are usually followed by a transfer of records.

Children placed in special homes and schools are expected to return to the community and school at some time. These factors pose problems to be considered in planning for rehabilitation of such individuals.
### Table VII

**Analysis and Summary of Activities of Visiting Teacher in Relation to 517 Referrals**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Total Number</th>
<th>Average Number of Times Occurring Each Referral: (517)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences and interviews</td>
<td>2843</td>
<td>5.50</td>
</tr>
<tr>
<td>School visits</td>
<td>320</td>
<td>.62</td>
</tr>
<tr>
<td>Home visits</td>
<td>730</td>
<td>1.41</td>
</tr>
<tr>
<td>Collateral visits</td>
<td>11</td>
<td>.02</td>
</tr>
<tr>
<td>Telephone conversations</td>
<td>683</td>
<td>1.32</td>
</tr>
<tr>
<td>Court sessions attended</td>
<td>6</td>
<td>.01</td>
</tr>
<tr>
<td>Meetings attended:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>58</td>
<td>.11</td>
</tr>
<tr>
<td>Community</td>
<td>20</td>
<td>.04</td>
</tr>
<tr>
<td>Summaries prepared for agencies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial</td>
<td>23</td>
<td>.04</td>
</tr>
<tr>
<td>Supplementary</td>
<td>17</td>
<td>.03</td>
</tr>
<tr>
<td>Letters written relative to case work</td>
<td>21</td>
<td>.04</td>
</tr>
<tr>
<td>Copies sent to schools</td>
<td>21</td>
<td>.04</td>
</tr>
<tr>
<td>Letters to parents concerning child</td>
<td>23</td>
<td>.04</td>
</tr>
<tr>
<td>Brief record or history of each case is</td>
<td>517</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Table VII refers to services of the visiting teacher under aspects 2 and 3; including conferences for planning, working with child, home, and school, and using resources.
Table VII gives an analysis and summary of the work of the visiting teacher and shows activities recorded on the monthly reports to the Division Superintendent and to the State Department of Education.
**TABLE VIII**

PROFESSIONAL MEETINGS ATTENDED BY VISITING TEACHER

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Number of meetings</th>
<th>Number attended by visiting teacher</th>
<th>Percent of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Staff</td>
<td>17</td>
<td>15</td>
<td>88.24</td>
</tr>
<tr>
<td>Principals'</td>
<td>16</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>Regional Visiting Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hampton Roads Group</td>
<td>5</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Planning Conference (3 days)</td>
<td>13</td>
<td>13</td>
<td>100.0</td>
</tr>
<tr>
<td>Evaluation Conference</td>
<td>3</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Norfolk County Ed. A.</td>
<td>4</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td>Reception for new teachers</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>District L.</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>V. E. A. (Conference) Meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not entered on report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>58</strong></td>
<td><strong>96.67</strong></td>
</tr>
</tbody>
</table>

Table VIII refers to aspect 1 with relation to conferences for planning and evaluating, and to aspect 4 relative to professional growth through in-service training.
Table VIII presents an analysis of meetings of professional groups.

The supervisory staff members meet twice each month for the purpose of continuous planning and evaluation of the total school program. Staff members attend the monthly meetings of the principals and serve in a consultative capacity in relation to problems and areas needing emphasis.

The Hampton Roads Regional Visiting Teacher Group, as set up by the State Department of Education, held five meetings during the year 1950-51. The investigator attended the five meetings and served as secretary to the Regional Group during the two years, 1949-50 and 1950-51. The topics of the meetings were related to: (1) planning and evaluating the work of the visiting teacher, (2) guidance as a part of the visiting teacher program, (3) constructive use of authority, and (4) ways of working with teachers.

The three days planning conference includes participation of all school personnel in effort to examine policies and set up purposes for developing and improving the school program.

The visiting teacher makes a contribution to the groups by interpreting the purposes of the visiting teacher program in relation to the total school program. Planning with faculties for use of the visiting teacher service is an important phase of the visiting teacher's participation in the pre-school conference.

The evaluation conferences bring school personnel together in effort to "look at our schools". At this conference areas of emphasis are brought to the front with recommendations for next steps. The area of emphasis in Norfolk County during the year 1950-51 gave attention to Mental Health in Our Schools.
Staff members served as leaders of discussion in some instances and as consultants in others. The investigator spoke to the Social Studies Group on "Meeting the Emotional Needs of Children" and participated in discussion which followed.

Other meetings indicated in the table are of professional and social nature which need no further interpretation in relation to this particular study.

II. DESCRIPTION OF TYPICAL CASES

Cases included in this study are selected as representative of types of cases referred to the visiting teacher and were chosen to show the relations of activities and services of the visiting teacher to aspects of the program as indicated at the conclusion of each case.

Case one. R, an eight year old boy, was referred to the visiting teacher because of irregular attendance. Irregular attendance is given as the reason for referral in 34.43 percent of the cases referred as shown in Table II, page 20.

During an interview concerning R's problem, the teacher reported that the child, who was just beginning reading, had recently shown evidence of shy and withdrawn behavior.

The visiting teacher went to the home and learned from the mother that she had been sending R to school, but instead of going to school he had been stopping to play along the way. The child came in while the visiting teacher was talking with the mother. He seemed pleased with the attention of the visiting teacher and agreed to go to school the following day.
The visiting teacher was able to understand the child's behavior after observing and listening to the mother's description of conditions in the home. The mother, a very nervous person, appeared to be mentally ill and was unable to give her five children the guidance and material subsistence necessary for growth and adjustment.

The visiting teacher interpreted her findings to the teacher and helped plan for more effective work with the child. Two weeks later R was ready to share his reading experience with the visiting teacher.

The problem began anew when R and other children in the family became ill with colds. R refused to go to school when he was able, but chose to spend his time at a neighbor's home watching television until midnight.

The visiting teacher found R and persuaded him to return to school on the following day. He attended regularly for several weeks. One day R's clothing exhibited symptoms of lack of organic control. A shift teacher took him into a conference room and reprimanded him for his personal habits. R immediately left school and refused to return.

The visiting teacher went to the home on three consecutive days, and on the third day R was persuaded to come from his hiding place and talk with the visiting teacher. A ride to the drug store with the visiting teacher was suggested. R happily accepted the invitation and was pleased with the paper, pencils, and ice cream he received as a result of the trip. He talked rather freely and expressed his desire to go back to school. After the ordeal of a bath and dressing under the pressure of his mother, R again refused to go to school.
The visiting teacher learned through subsequent interviews with R that his one desire was to possess two toy guns and a holster. Aware of the absence of toys in the home, and conscious of the importance of satisfying the evident emotional needs, the visiting teacher contacted persons who provided a toy gun and holster as R had requested.

Further activities of the visiting teacher in regard to R's case include referral to: the Kiwanis Club for summer camp, the clinic for examination and treatment of physical defects, and to the Child Care Service of the Department of Public Welfare.

Case one refers to aspects 2 and 3 in regard to working with child, parent, school, and community in the use of resources.

Case two. Case two is the story of a thirteen-year-old girl whose problem was deeper than the referral for truancy indicated. Truancy is given as the reason for 11.03 percent of the total number of cases referred as included in Table II.

N is the second of five children in a home broken by the death of the father. The mother is illiterate, and dependent upon the Public Welfare Department and other agencies for subsistence. With such small income and poor management on the part of the mother, the home had little security for the children.

N left home and went to stay with some people in the community who were strangers to the mother. Rumors were spreading in the thickly populated low rent community about N's participation in delinquent behavior. The mother sought assistance of the Police Department in finding and returning the child. When N refused to stay at home the mother claimed...
to have had a "nervous fit" and was rushed to a hospital. Her case was diagnosed as nervousness which could be treated at home. N learned of her mother's illness and came home, but was not contented to remain.

Mutual confidence apparently had been established since the visiting teacher had known N during previous years. Provision was made for N to sit in the visiting teacher's car and express her feelings about the matter. She indicated that she did not really want to be away from her home, but she felt that she must have more than her home could offer. She said,

> Beans, just beans, is all I get at home. I love my family and want to be with them, but I must get away. I'm so mixed up. I have never been able to study since my father died. The children at school refuse to take me into their groups. They make fun of me . . . My mother talks about my father, the way he drank and ran through with money. He was crippled and not responsible for what he did. Oh, if I could only get away from it all for awhile; then I could come home and start all over.

Carefully considering the whole situation, recognizing the conditions of the home and community environment, the visiting teacher turned her efforts toward gaining the mother's consent to refer the case to the Department of Public Welfare, with a recommendation for temporary home placement.

Gaining the mother's consent required the efforts of two visiting teachers and a social worker from the Department of Public Welfare.

A report indicated that N was making satisfactory adjustments in a different home, school, and community situation.

Case two illustrates aspects 1 and 2, services to child, home, school, and community agencies in the use of resources.

Case three. Case three describes the problem of a boy age fourteen, who, according to his cumulative record, had an I. Q. of 114. D was referred
for truancy and unsatisfactory achievement. Truancy rates second from the highest in reasons given for referral in Table II.

D's teachers were concerned about his behavior which was described as aggressive and anti-social. D was the second child in a family of five. His older brother, successful in school, was held up as a model by the father. The mother, on the other hand, was sympathetic with D and often shielded him from being reprimanded by the father.

The visiting teacher worked with the child by interview and home visits. A conference with his teachers was arranged by the visiting teacher. In the conference D was given opportunity to express his feelings about himself in relation to attitude, behavior, and school adjustments. The teachers were fair in pointing out some of D's strengths and weaknesses. D resolved to accept responsibility for self adjustment when he was reassured that the teachers were not picking on him.

Regression came within a few weeks, and the visiting teacher was called again. She went to the home in the evening and was met by D who insisted that his father not be informed of his truancy. Reasoning continued until the visiting teacher was invited in for conference with the child and both parents. The conference revealed the fact that the parents did not agree in regard to D's behavior.

The visiting teacher stressed the importance of the family having complete understanding of problems which should be of mutual interest, and advised that more time be spent in working and playing together.

Sometime later, at the visiting teacher's home, D stated that he was aware of improvement in his relationships at home as well as improvement in social adjustments and achievement at school. The mother
confirmed D's report in a telephone conversation with the visiting teacher.

Case three shows relation to aspect 2 in the visiting teacher's services to child, home, and school.

Case four. V. J., age fourteen, an only child in a financially secure home, was referred to the visiting teacher for stealing. Stealing is given as the reason for .37 percent of the 517 referrals included in Table II. V. J. had an outstanding school record as well as a reputation for active participation in church and social activities. At school, however, V. J. had been suspected of taking change from other pupils. Four of her friends had finally caught her taking change from wallets of pupils who were engaged in athletic activities. They discussed within their group what should be done about the matter, and decided to talk the problem over with the home-room teacher.

The home-room teacher went to the principal with the problem, and he referred the case to the visiting teacher. The visiting teacher interviewed the principal and teacher; then studied the records in the cumulative files.

A psychological report supported the teacher's judgment in regard to V. J.'s ability to learn. It also showed some influences of the home which might be expected to lead to diversions in behavior.

The visiting teacher interviewed V. J., encouraging free discussion of her problems, but she was unable to obtain a confession. The visiting teacher reminded V. J. of the report that she had been caught taking small change, and asked if she would like to face the girls who made the report. She then decided that she would like to hear the girl's side of the story,
and said if she were guilty she would like to make adjustments.

V. J.'s friends (three present) were called into the conference room and asked to state evidence of the problem. They emphasized the fact that they wanted to help V. J. and did not want to bring accusations. The girls simply stated facts and thereby secured V. J.'s verification in each instance.

V. J. made adjustments with the girls who had missed change, and thanked them and the visiting teacher for facing her problem with her. The girls assured V. J. of their continued friendship and counted the case closed.

V. J. asked that the home-room teacher be called in so that she might explain her problem and ask the teacher's guidance in helping her to overcome the habit.

Case four illustrates the visiting teacher's services to the child and school as included in aspect 2 of this study.

Case five. M, a twelve-year-old boy, was referred to the visiting teacher with the problem of aggressive behavior. Aggressive behavior is given as the reason for 6.58 percent of the 517 referrals made to the visiting teacher during the year.

M, at the age of two, was a victim of a broken home. His mother, needing to work for subsistence, placed the child in the home of an elderly couple who sent him to parochial school. Some behavior problems began to develop and, at the age of ten, M was permitted to return to his mother and enter a county school.

M met with some problems in adjustment to home and school situations.
In the home is a step-father and six-year-old twins. An older brother who remained with his mother tries to help M in making his adjustments. The two boys are in agreement in their resentment of the step-father's idea in regard to discipline. They also feel that the twins take too much attention from them. In school, M uses many devices for gaining attention. His techniques for gaining attention are sometimes resentful to children as well as teachers in the classroom.

During 1950-51 M's class had a new teacher at the beginning of the second semester. At this time M's problems began to increase. Near the close of the term he had resorted to truancy and delinquency. He left school with two other boys and went to another state where he was involved in breaking into a store.

The missing boys were reported to the County Police who broadcast descriptions of the boys in order to effect their return. The mother who made the report, at the time, was very ill. She showed deep concern over M's behavior and anxiety for his return.

When M returned the visiting teacher worked with the teacher and principal in effort to help the child make satisfactory adjustments in the classroom. The teacher accepted M with provision that he practice self control and make an effort to do his class work.

Other incidents of truancy and outbursts of aggressive behavior occurred in M's experience. The visiting teacher continued to work with the child, home, and school. M was unable to make satisfactory adjustments; therefore, he was retained in the same grade for the coming year. M expressed his feelings to the visiting teacher in terms of his inability to get along with his last teacher.
The case illustrates effort, success, and failure in the experience of the visiting teacher. Success came through the desirable relationships between home and school, and the visiting teacher's satisfactory rapport with the child. Failure by the child is recognized in achievement as well as in failure to adjust to the school situation.

Case five refers to aspect 2 as included in Tables II and VI.

Case six. D. G., a thirteen-year-old boy, was referred by his teacher for aggressive behavior and unsatisfactory achievement in school. Aggressive behavior is given as the reason for referring 6.58 percent of the 517 pupils referred as shown in Table II.

The classroom teacher had been talking with other teachers about D. G.'s behavior. The teachers had decided among themselves that the boy would be better adjusted if he were in the eighth grade.

Realizing the problems of adjustments which would be involved if he went to the junior high school, leaving one teacher and facing five teachers in a new situation, the visiting teacher, on the basis of his record, recommended that the present teacher change her approach to the child's problem. The case was reviewed with emphasis upon the child's need for love to supply the need felt with the loss of his mother. This emphasis served as a challenge to the teacher.

The boy was called in for conference with the teacher and visiting teacher, and encouraged to analyze his own problem. He recognized the fact that his record had been very good until the home was upset by death, and the family had moved around quite a bit. He was advised of the difficulty he would face if he went to junior high school unprepared.
D. G. chose to remain with the same teacher who took a new interest in helping him recognize success and security in his work with the group and on an individual basis.

Case six is a typical illustration of aspect 2, and of a pupil’s having more than one problem, and the solutions arrived through planning and evaluation.

Case seven. J, age fourteen, referred for irregular attendance as one among the 34.43 percent listed in Table II, had home and community problems which led him into delinquent behavior involving three serious charges in court.

The visiting teacher worked with the problem in attempt to effect more desirable conditions in the home. Resources were used for providing material needs in the home broken by desertion by the father.

Older persons in the community contributed to J’s delinquency by leading him into the first criminal offense. From that time the child’s attitude was changed to indifference and he became a constant follower of patterns in delinquent behavior.

The visiting teacher made reports and recommendations to the probation officer that the child be placed in a different environment where he would have a chance to become adjusted and develop into useful citizenship. The final decision of the Juvenile Court Judge was that J be committed to the State Department and placed in a home where he could have an opportunity for rehabilitation.

The mother reports that J is happy in his new situation and is, according to his foster parents’ report, making a good record in regard
to satisfactory adjustment.

This case (if given in its entirety) would show work of the visiting teacher in relation to aspects 2, 3, and 4. The experience involved in the case has definitely made a contribution to the visiting teacher's growth through experience in working with the many resources concerned with the problem.

Case eight. J, a girl age eleven, was one among the 6.58 percent referred for aggressive anti-social behavior.

The visiting teacher interviewed the child and learned that she was having trouble with her eyes and teeth. The visiting teacher asked the school nurse to check the child for evidence of the trouble.

The visiting teacher and nurse went to the home together and found the mother had been indifferent to the child's condition, and had been punishing her for behaviors which the family considered bad. The nurse and visiting teacher coordinated their efforts in interpreting the child's problem to the mother, and advised that she carry the child to a specialist for examination and treatment of the eyes and to a dentist for treatment of the teeth.

The mother admitted that she had just not thought about the child having anything physically wrong. She seemed grateful for the service, and offered various excuses for not realizing that her child needed attention.

J came to school the next week with glasses, and stated that she had an appointment with a dentist for the following week.

The teacher reported changes in attitude and behavior at school,
and the mother confirmed the teacher's report by indicating certain changes in the child at home.

J was a mutual friend of the visiting teacher and school nurse from the beginning.

Another illustration of aspect 2 is made in this case with stress upon education of parents in regard to their responsibility to children.

Case nine. E, a boy age eleven, was referred to the visiting teacher because of health conditions. Health conditions represent 6.96 percent of the reasons for referral given in Table II.

E was frequently absent from school and, therefore, was failing to make satisfactory achievement. The visiting teacher learned through investigation that the parents, due to the father's illness, were unable to provide medical attention. She referred the case to the school nurse who helped in arranging for clinical treatment of the child.

Case nine illustrates aspects 2 and 3 in relation to services to children through resources.

Case ten. F, a girl age thirteen, was referred by an interested person concerned with the child's problem of delinquency. Delinquency is included in Table II as .97 percent of the total number of pupils referred.

The visiting teacher investigated the child's record at school, interviewed the child, investigated the home conditions, interpreted her findings to the person making the referral and to a social worker in the Department of Public Welfare.

The case of F refers to aspects 2 and 3, the data given in Table I
Case eleven. B, a boy age thirteen, was referred for non-enrollment. Non-enrollment represents 6.91 percent of the 517 pupils referred to the visiting teacher, Table II, page 20.

The visiting teacher went to the home and found that the father had been unemployed for six months. The family income had been exhausted and B had been delivering groceries as a contribution to the subsistence of the family.

B did not want to go to school unless he had money to pay his fees and buy lunch. The visiting teacher advised B and his mother that the principal would be able to help by working out a plan for payment of fees and providing lunch.

The visiting teacher returned to the school with the factual information and the principal assured her of his cooperation in planning the solution to the boy's problem.

B entered school the following morning and followed the advice of the visiting teacher. He conferred with the principal who helped him plan his program with provision for the material needs.

Case eleven is an illustration of aspect 2 in services to child, home, and school, and aspect 3 in use of resources.

Case twelve. This case includes two children represented in the 34.43 percent of the referrals with reasons given as the problem of irregular attendance.

J, a girl age eleven, and her brother, age thirteen were left at home to keep the house while both parents worked. The children were attending
irregularly and their work was gradually becoming poorer. The teachers had made special efforts to secure the cooperation of the parents in regard to the problem, but had failed to secure any response.

The visiting teacher interviewed the children and learned that they were failing to interpret their problems to the parents because of fear of punishment.

The visiting teacher called the mother by telephone and arranged for a home visit on the following Tuesday after the parents were home from work.

One classroom teacher called at the home with the visiting teacher. The mother received the two visitors most cordially. The children were included in the conference and permitted to state their own problems. The visitors stressed the fact that there should be better understanding of the problems and less pressure from the home. They interpreted the policies of the school and informed the mother that the children needed materials for work which had not been provided.

The conference resulted in improved attitudes of children and more cooperation on the part of the parents, as shown in their efforts to provide material needs and attend meetings held at school. The teacher had gained a better understanding of conditions affecting the behavior of the children and, therefore, made more effort to give the child in her room special recognition for efforts in her work.

Case twelve is illustrative of aspect 2 with stress upon better understanding and interpretation of problems.

Case thirteen. R, a boy age nine, was referred for shy and withdrawn behavior with emphasis on unsatisfactory achievement. Shy and withdrawn
behavior is included in Table II as representing 1.74 percent of the total number of cases referred.

The visiting teacher investigated the cumulative records, interviewed the teacher and principal; then visited the home interpreting the problem to the parents. She advised the parents to carry the boy to the Child Guidance Clinic for psychiatric help.

The parents reacted favorably to the advice and asked the visiting teacher to help in arranging for an appointment.

The visiting teacher called the Psychiatric Social Worker at the clinic and confirmed the appointment for the mother. She then prepared a report for the clinic and, with the consent of the psychologist, included a copy of the psychological report. After the child had been carried in for treatment, the visiting teacher received a report on the findings and made interpretation to the teacher so that she might be able to do more effective work with the child.

Case thirteen indicates reference to aspects 2 and 3 as included in Tables II and IV.

Case fourteen. J, a girl age fourteen, was referred for pediculosis. Pediculosis is listed in Table II as the reason given for .97 percent of the 517 cases referred to the visiting teacher.

The teachers had a report that pupils in a certain grade were troubled with pediculi. The visiting teacher was called to help with inspection of heads.

J's head was matted with the living vermin and nits. The visiting teacher advised treatment and gave instructions as to the use of the
medicine and the cleaning work which must follow. J was sent home with instructions to return after three days treatment, provided the condition was cleared up.

A week passed and J had not returned to school. The visiting teacher went to the home and observed the filth which contributed to the problem. She showed the mother how to comb and separate the hair so the nits could be removed. She then advised the mother and child that everything in the house must be thoroughly cleaned before they would be able to get rid of the trouble.

Conditions in the home were so poor that continued stress upon cleanliness was necessary. The case required three home visits and final threat of use of authority before the child was cleared of the trouble and able to return to school.

Case fourteen is illustrative of aspect 2, including services to child, home, and school, with emphasis upon education of parents in regard to their responsibility to children.

Case fifteen. S, a girl age thirteen, was referred with a problem of emotional disturbance. Emotional disturbance is included in 1.76 percent of the 517 pupils referred.

S sought guidance from the assistant principal in regard to her problem which was a result of disagreements and insecurity in the home. The assistant principal referred the case to the visiting teacher for interview and investigation. He introduced the child and left the office while S told her story.

She began by explaining that they were Christians and did not
believe in divorce, but things had reached a stage where something must be done. Her father had been drinking, exposing his body in the presence of the family and in view of neighbors, abusing the family with language, and striking them. Her mother, on the other hand, spent most of her time in church activities. The family was under threat of eviction for non-payment of rent.

The visiting teacher listened to her story and then suggested that she would visit the home and talk the problem over with the mother if she so desired. The child went home at lunch time and came back with the mother's request for a visit at one o'clock.

The mother confirmed the story as related by the child and, in so doing, revealed two sides of the story.

The visiting teacher advised her that she would be able to secure help from agencies if she were willing to bring charges. No one else could prefer charges unless they had witnessed the trouble. She also advised consideration of the husband in his desire to have the mother spend more time at home, and further agreement in regard to religious experiences. The visiting teacher pledged her support in helping the child in her adjustments in school.

Case fifteen represents aspect 2 and advice in regard to aspect 3, the use of resources.

Case sixteen. D, age thirteen, was referred for aggressive behavior, a reason given for 6.58 percent of the 517 referrals listed in Table II.

The boy had exhibited temper tantrums and resorted to fighting and destroying school property. The school personnel had sought the
cooperation of the parents, but had apparently failed to obtain satisfactory results. The boy was finally sent home to return with his father.

Instead of the father going with the boy, the mother went to school and displayed her temper in the presence of the child. The visiting teacher was called into the case for the purpose of meeting both parents at home to try to establish more desirable relations between home and school.

Some success was recognized as a result of the visit and interpretation as shown by the fact that the father went with the boy to school and promised his cooperation in helping D to accept responsibility for his own adjustment.

Case sixteen illustrates aspect 2, with emphasis upon interpreting school policies to the home, and working with the teacher in accepting the child with problems requiring understanding and guidance.

Case seventeen. B, a boy approaching sixteen years of age, was referred because of his desire to drop out of school. Drop-outs are listed in Table II as reasons for 3.48 percent of the total number referred.

B was referred to the rehabilitation center and was interviewed by a personnel worker. In the meantime, B's mental and emotional disturbance had been aggravated by the death of his father.

When B became sixteen, he was more determined to quit school. His mother called the visiting teacher and asked for a conference in an effort to keep B in school.

The visiting teacher reviewed his record and experiences, and sought the advice of the principal in advising the mother and B. It was finally agreed that B would be better in some activity program or job where he
might recognize success, and also make a contribution to the home. The visiting teacher then gave reference to resources which might be helpful to B in finding employment.

B soon found work and called the visiting teacher to express his gratitude for helping him in accomplishing his purpose.

B has since become dissatisfied with work and has been loitering around and failing to come home at night as the mother thinks he should.

The mother has recently been calling the visiting teacher for help in making the boy conform to her wishes.

The visiting teacher referred her to the Child Care and Guidance Department of the local Welfare Department, with the interpretation that B might be helped by the guidance of an understanding man who would be able to make further referral if essential to his adjustment.

Case sixteen illustrates aspects 2 and 3 of the visiting teacher program.

Case eighteen. J, a fifteen and one-half-years-old boy, referred for non-enrollment, is a representative of the 6.91 percent of the total number of pupils referred.

J was known to the visiting teacher in previous years. He had a pleasing personality and was gifted in artistic drawing. He was emotionally unstable due to the influence of a home, broken by cruelty of the father.

J had refused to enter school because his clothes were not as nice as clothes of other children in the school which he should enter. However, some friend had invited him to go to New York and had promised to buy a complete supply of clothing. The mother had given her consent for J to
go, if he would enter school when he returned.

The visiting teacher worked with the mother in planning for J's return to school. She interpreted his problem to the teachers concerned, and encouraged them to recognize the child by making use of his talent.

Case eighteen is another example of aspect 2, including interpretation and planning with teachers for helping an individual

Case nineteen. Case nineteen includes two brothers referred for unsatisfactory achievement in school. Unsatisfactory achievement is representative of 5.22 percent of the total number of cases referred. N and A were in the primary department in a school where children were given work according to their abilities to recognize success. They had moved from another state where reading books were labeled with the number representing the grade level. The parents were disappointed when they learned that the boys were reading books on lower levels; therefore, the mother called the school for further interpretation.

The visiting teacher examined records which the children brought from the other school, interviewed the classroom teachers, observed the children at work before going to the home, and interpreted the problem and the school program to the parents.

In the home, it was necessary to plead for relief of pressure placed upon the boys, and encourage the parents to let the children have a chance to learn according to their individual abilities.

Case nineteen shows another illustration of aspect 2, helping parents to recognize individual differences and understand the purpose of the school in trying to meet individual needs.
III. DESCRIPTION OF ACTIVITIES PERFORMED
BY THE VISITING TEACHER

The activities described in this study represent work of the visiting teacher in relation to the aspects selected for evaluation of the program. The relationship to the school program is also shown in the data given in describing the activity.

Activity one. The Student Cooperative Association is an activity program which is a part of the total school program. Since the organization is a State and County-wide project of the elementary schools, members of the staff are expected to take turns as sponsors of the organization. The responsibility of sponsorship for 1950-51 was delegated to the visiting teachers. The investigator, having had previous experience with S. C. A. work, accepted responsibility for leadership in the work.

S. C. A. work included planning which began in the staff meetings, where areas needing emphasis were discussed.

The second step included contacts with all schools in the County to secure information in regard to the organization and objectives of each.

The third step included an executive meeting of officers, sponsors, and representatives from each school. At this meeting the investigator presented areas needing emphasis as observed by members of the staff. The areas of emphasis were not imposed upon the group, but merely suggested with provision of opportunity for the children, as leaders of the organization, to choose the areas most applicable to the local situation. Representatives of the various schools carried the suggestions to their local school organizations for discussion.
At a second executive meeting, tentative plans for the year were set up. The plans include:

1. Emphasis upon discussion and sharing experiences.

2. Intensive study of parliamentary procedures.


5. Provision for recognition of the exceptional child - gifted - or excelling in achievement. (Number 5 was recommended by a pupil.)

6. Emphasis upon the slogan, "Citizenship through practice". (Adopted at the first meeting upon recommendation of the Vice President, Michael Black.)

The visiting teacher's work with S. C. A. was a continuous process. The work included conferences, interviews, telephone calls, and letters not included in tables. The programs required planning and coordination of services of people in the community and the State Secretary of the Student Cooperative Association of Virginia.

Aspect 2 is included in work with children and school personnel. The case refers to aspect 3 in relation to resource people involved in carrying out the year's program.

Activity two. Another activity in which the visiting teacher participated was a survey of the visiting teacher department in Norfolk County for the purpose of preparing an evaluative report which was presented at a meeting of the supervisory staff on Friday, May 11, 1951. The visiting teacher department includes two full-time visiting teachers and four part-time
workers in four larger white schools. The visiting teacher in colored 
schools responded to the survey with a statement of purposes and the number 
of cases with whom he worked. The State handbook for visiting teachers 
suggests items for evaluation listed as follows:

1. List main objectives for the year. Give evidence of 
   progress or failure in accomplishment of each objective.

2. List number and types of cases worked with and note 
   outstanding achievements.

3. Give number of homes visited and evidence of improved 
   relationship with parents.

4. List number of teachers worked with and describe ways 
   they have learned to work together.

5. List agencies called on for help with children, services 
   they have rendered, and working relationships which have been 
   established.

6. Give evidence of improved school, home, and community 
   relationships.

7. Note improvement in ability of school staff members to 
   secure and analyze pertinent data on children.

8. Cite evidence of changes made in the instructional 
   program to meet the needs of children who have been referred.

9. Is there evidence of increased use of the school by all 
   children of school age in the community through improved 
   attendance?

10. Have you noted evidence of improvement in screening 
    cases before referral?

11. Do you feel that you have grown as a visiting teacher 
    in rendering service to children? How?

12. Feel free to add any suggestions or comments not 
    mentioned in this list.

13. What are some next steps toward a more effective visiting
In response to the request of the investigator the Norfolk County Visiting Teachers listed objectives which are set forth in the following list:

1. To do a better job of helping children.

2. To cooperate in stimulating total faculty planning on the problem of pupils: (1) by assisting in the adjustment of the school to individual needs, (2) by assisting the learner to adjust himself to socially acceptable patterns effecting his development.

3. To emphasize more preventive work and less remedial work.

4. Attempt to interpret behaviorisms to both parent and teachers so that there would be a better understanding of children on the part of the home and the school.

5. To help develop a better understanding of the visiting teacher by pupils, teachers, and parents.

6. Coordination of efforts of all persons and agencies concerned with the child.

7. To have pupils and parents face their problems, real or imaginary, and seek to solve them in so far as possible.

8. To have pupils and parents recognize the close relationships between regular school attendance and success in school.

9. To help pupils to accept responsibility for their own attendance.

10. More effort to follow through with each referral.

11. An earnest effort to work for the welfare of each child referred regardless of pressures from home and school.

12. To study children referred in relation to the influences of home, school, and community on their total development.

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13. To encourage more thorough screening of referrals.

14. To become more skilled and understanding workers through study and in-service training.

The visiting teachers, in their appraisal of progress or failure in accomplishment of each objective, commented as follows:

1. Favorable progress in helping children.

2. Fair progress in planning program to meet pupils needs.

3. Fair progress in preventive work.

4. Very good success in interpreting behaviorisms to parents and teachers.

5. Pupils and parents look upon visiting teachers as a friend, someone to help. Teachers have a better understanding of V. T. program and have worked more closely with her.

6. Coordination of efforts of all persons and agencies concerned with child. Good

7. Pupils and parents face their problems - by accepting responsibility - coming in for conference or calling. Few try to escape.

8. Pupils and parents recognize the close relationships between attendance and success. One school reports improved attendance and successful work with chronic cases of absenteeism.

9. To help pupils accept responsibility for their own attendance. Fair

10. More effort to follow through on referrals. Fair

11. An earnest effort to work for the welfare of each child regardless of pressures from home and school. Good

12. To study children in relation to environment. Very good

13. To encourage more screening of referrals - home visiting by teachers. Very good in most schools - few exceptions. Teachers have done a good job of home visiting and calling parents and pupils.

14. Visiting teachers and workers have been taking extension courses in Guidance, Mental Hygiene, and Medical information.
The Norfolk County group of visiting teachers have participated in five Regional Visiting Teacher Meetings - studying problems, policies, and services which are pertinent to the visiting teacher program.

Visiting teachers and workers in the field listed these outstanding achievements:

1. Assisted in getting adjusted school program for 32 children.

2. Recommended and secured foster home placement for 10 children.

3. Secured services of probation officer or social worker for 24 cases.

4. Partly clothed or secured dental and clinical fees for 40 children.

5. Have had children reporting to visiting teacher regularly on an individual basis - 19 cases.

6. Arranged conferences with parents and school personnel in effort to understand behavior of children in 15 cases.

7. Secured services of nurse, psychologist, and supervisors in 37 cases needing special attention.

8. Arranged pupil-teacher conferences for understanding of problems in 6 cases.

9. Worked with South Norfolk Visiting Teacher on problems of children who are in schools annexed from the county by South Norfolk.

According to this report, 1,197 homes were visited by all visiting teachers in the white schools of the county.

Visiting teachers noted the evidences of improved relationships with parents listed below:

1. Telephone calls from parents who make comments, ask for opinions etc. - daily occurrence.

2. Notes from parents giving explanations relative to children's behavior and personal requests to visit the home.
3. Better understanding on part of parents of school's desire to work with parents for the welfare of children.

4. More regular attendance, better understanding of individual needs and more cooperation.

5. Parents expressing appreciation for interest shown.

The visiting teachers stated that they had worked with 539 classroom teachers. In response to the request to list ways they have learned to work together the group reported the following:

1. Many evidences of better understanding on the part of teachers. Most of them try to follow through in their working relationships with the child and the home. There is still room for improvement in this aspect.

2. Teachers appear to have a better understanding of the work of the visiting teacher.

3. Teachers have worked together in faculty and child study groups and guidance courses.

4. Home-room and classroom teachers coordinate their efforts where the same pupils concern them.

5. Visiting teacher has been able to visit homes with classroom teachers in many cases. This type visitation has helped teachers to become more secure in their relations with parents and has caused improvement in understanding of problems. Some teachers have changed their attitude toward children and worked harder to help the individual after having visited the home with the visiting teacher.

The list of agencies called on for help is comparable to the report in Table IV of this study as it refers to use of resources; therefore, the list is not added to this report.

Evidences of improved school, home, and community relations were listed as follows:

1. Larger P. T. A. and child study attendance.

2. Parents voted for bond issue. (for new school buildings)

3. Better understanding on part of teachers and parents
as to needs in growth and development: (1) more home visitation, (2) more parents coming into school for conferences, (3) parents receiving visitors in friendly attitude.

4. More interest shown in children with difficulties.

5. Civic clubs continue with projects that are helpful to children.

As evidence of improvement in ability of teachers to secure and analyze pertinent data on children, the group made the following statements:

1. Written records are filed in pupil's permanent record.

2. Wider use of cumulative and anecdotal records.

3. More standardized tests given and used.

4. Improved considerably in those schools where there is a trained guidance person. (high schools)

5. The visiting teacher referral cards include more pertinent data.

6. More marked improvement in elementary schools than in junior and senior high schools.

The visiting teachers and workers were asked to give evidences of changes made in the instructional program to meet needs of the children who had been referred to them. Statements from workers are quoted below:

1. I do not feel that we have accomplished as much this year as usual. However, most teachers have attempted to make their program flexible enough to meet needs of all students.

2. More special training given both in class and out. Schedules arranged to meet individual needs.

3. In two classes children have been transferred to classes in which remedial work was being carried on. Four girls were transferred from General Science to Home Economics.

4. Changes in individual pupils' courses made when need so indicated.

The survey showed further that of the 646 cases referred to the two
full-time visiting teachers, 169 pupils had need of some special consideration in the classroom. Thirty-two of this number definitely received the kind of consideration suggested by the visiting teacher. The others had slight consideration or none at all. Some teachers promised to follow as best they could, but it was difficult for them to give the individual attention necessary because of large groups in the classroom.

Two comments were given in response to the request for evidence of improved relationships between teachers and children in the classroom. The comments include the following:

1. A definite improvement is here evidenced by a great reduction in the number of discipline problems handled in the principal's office.

2. Of the 169 who needed some kind of adjusted classroom situation, 103 have shown improved relationships in the classrooms, according to reports from teachers.

In response to the request for evidence of improved attendance, one worker reported no improvement, two workers reported without giving supporting evidence, and one gave a comparison of attendance for two years as follows: "The 1949-50 average attendance for the year through April is 93.73 percent. The 1950-51 average attendance for the year through April is 94.45 percent."

One visiting teacher stated regarding improvement of attendance:

At present this is difficult to establish. While some cases show improvement, others are still showing periods of regression in this respect. Influenza, chronic colds, sore throat etc. have cut attendance considerably this year, especially since February.

Reports from workers in the field in regard to evidence of screening cases before referring to the visiting teacher include the following statements:
1. The teachers... have visited homes first and studied records of children before referring them... Home visits on the part of teachers have helped to cut the number of referrals to the visiting teacher.

2. Referrals are not as petty or insignificant in nature. The case has usually been worked on before it is referred. I have also noted that absences have not been allowed to accumulate before being referred.

Two other workers gave positive answers in regard to improvement in screening cases before referral.

The two full-time visiting teachers agreed that they recognized need for improvement in screening in some schools. They also expressed feelings of need for earlier recognition of symptoms which might prevent more difficult problems if referral is made before the problem has reached an acute stage.

In answer to the question, "Do you feel that you have grown as a visiting teacher in rendering services to children? How?", the following answers were given.

1. Yes, and also as a teacher.

2. Yes, learning how to help the pupil find what type of problem is causing his absence and then helping him to find possible solution.

3. Yes, better understanding of individual needs. Better understanding of ways to meet them.

4. Yes, better able to analyze situations by piecing all fragmentary information into the total picture. Improved in approach and interview through constant practice. Better knowledge of individual personalities.

Suggestions for next steps as brought out in the survey are:

1. More preventive work - even with pre-school age children.

2. Better follow through - fewer cases to serve.
3. Visiting teacher needs to spend more time in each school.

4. More emphasis upon referral before the problem reaches an acute stage.

5. Better interpretation of the constructive use of authority.

6. More study of causes underlying the reasons given for referral.

7. Recognition of the visiting teacher as an educator as well as a social worker.

The suggestions for next steps will be used as a contribution from visiting teachers when Norfolk County principals and staff members hold their planning conference during the week of August 20-24, 1951.

The activity in relation to evaluation applies to aspect 1, with implications for planning for another year's work. The data relate to aspect 2 in the visiting teacher's work with school personnel, children, parents, and community. The activity may also be applied to aspect 4 in regard to professional growth through evaluation.

Activity three. Activity three is added to this study to give data in relation to aspect 4, the professional growth of visiting teachers through in-service training. The activity includes reading of books from Norfolk County Teaching Materials Center and other libraries in the county. The books were chosen in relation to personally felt needs for information and growth in understanding and improvement in ways of working with people.

Another phase of this activity which represents professional growth through in-service training is in the fact that the investigator took a course in Medical Information which is important to the understanding of problems encountered in the process of work, as included in aspect 2.
CHAPTER IV

APPLYING CRITERIA TO THE VISITING TEACHER PROGRAM
IN RELATION TO ASPECTS DESCRIBED IN
PREVIOUS CHAPTERS

Criterion I. The visiting teacher program should include participation in planning and evaluating the total school program by contributing in areas peculiar to its work. Planning should include (1) purposes or objectives, (2) analysis of problems, and (3) deciding upon areas of emphasis for study. Criterion I applies to aspect 1, the visiting teacher's part in the over-all planning and evaluation of the total school program.

Application of the Criterion. The visiting teacher participated in the over-all planning and evaluating the total school program by:

1. Attending staff meetings as shown in Table VIII, page 37, and participating in the discussion of problems in relation to the total school program.

2. Accepting responsibility for leadership in the Norfolk County Student Cooperative Association and participating in planning of purposes, areas of emphasis, and activities for the year, as described in activity 1, page 59.

3. Attending principals' meetings and participating in planning the total school program when need for such participation occurred; (Data may be found in Table VIII, page 37)

4. Attending the pre-school conference for planning the program, and participating in the discussion of problems of areas of emphasis, as shown in Table VIII, page 37.
5. Attending faculty meetings during the pre-school planning conference as they met in the individual schools, and making plans for the use of visiting teacher services as well as interpreting the program to new members of the faculty, Table VIII, page 37.

6. Making a survey of the visiting teachers and workers in the county and reporting the results of the survey at a meeting of the supervisory staff, activity 2, page 60.

7. Attending and participating in the evaluation conference by, (1) talking on "Meeting the Emotional Needs of Children," and (2) serving as a consultant in the discussion of problems.

Criterion II. The visiting teacher program should provide to children personnel services which are concerned with prevention as well as correction of problems. Criterion II applies to aspect 2, including the visiting teacher's services to the child, home, school, and community.

Application of the Criterion. The visiting teacher has been engaged in work with cases involving the use of both preventive and adjustive measures. Application of data given in tables, case histories and activities is made in the following manner:

1. Case one, page 39, represents corrective or adjustive measures employed by the visiting teacher in trying to help the child adjust to school situations. Preventive measures were used in referring the child to agencies providing clinical treatment and camp experiences.

2. Case one, page 39, and case seven, page 42, represent changes in home, school, and community situations as adjustive or corrective
measures in dealing with children. Changes may be interpreted as a means of preventing deeper problems of delinquency.

3. Case three, page 42, and other cases on the following pages represent the use of adjustive measures in relation to aspect 2, services to child, parents, and school.

4. Case four, page 44, represents work with a child in effort to correct a habit and guide the individual toward self adjustment. This case illustrates aspect 2, the visiting teacher's services to child and school.

5. Case five, page 45, represents services to child, home, and school in effort to help the child make satisfactory adjustment to home and school situations.

6. Case six, page 47, shows the visiting teacher's services to child and school in planning for adjustment and progress in achievement. Other cases illustrating aspect 2 in application of the Criterion may be found on pages 48-58 of this study.

7. Table II, page 20, shows types of referrals indicating problems which are acute and in need of adjustment.

8. Table IV, page 28, indicates use of resources in working with children and others included in aspect 2.

**Criterion III.** The visiting teacher program should recognize the value of fostering desirable relations between home, school, and community by:

1. Interpreting the school program and problems to home and community.
2. Interpreting to the school educational forces and influences of the home and community. Criterion III applies to aspect 2 (See page 9) and to aspect 3, the visiting teacher's use of community resources.

Application of the Criterion. The visiting teacher contributes to desirable home, school, and community relations by:

1. Interpreting the school program and problems to home and community as shown in cases 13, 14, 15, 18 and 19, on pages 52-58.

2. Interpreting to the school educative forces and influences in the home and community, as shown in cases 1, 2, 9, 11 and 17, pages 39-56.

3. Dealing with referrals made by school, family, community agencies and interested persons as shown in Table I, page 19.

4. Interpreting problems to school, home, and community; also interpreting influences and forces to persons concerned, as illustrated in cases given on pages 39-56.

5. Attending and participating in community meetings as shown in Table IV, page 28.

Criterion IV. The visiting teacher program should render services to school personnel by contributing factual information and planning and working together for the best all-round adjustment of children by:

1. Recommending changes in curriculum.

2. Recommending changes in classroom situations.

3. Referring to personnel and agencies for help. Criterion IV applies to aspects 2 and 3.

Application of the Criterion. The visiting teacher contributed
factual information and found and interpreted underlying causes by:

1. Interviewing and conferring with children, parents, school personnel and others, as shown in Table III, page 24, and illustrated by cases, pages 39-58.

2. Providing factual information required in the use of resources, as shown in Table IV, page 28; also illustrated by cases, pages 39-58.

3. Contributing to desirable changes in home, school, and community situations, as shown in Table VI, page 33, and illustrated in cases 2, 7 and 8, on pages 41-48-49.

4. Holding conferences, visiting homes and schools, and participating in activities in the community, as indicated in Table VII, page 35, and illustrated by cases and activities described in Chapter Three.

5. Working and planning with school personnel, as illustrated in cases, pages 39-58, and Table VII, page 35.

Criterion V. The visiting teacher program should include effective use of facilities of the community and coordinate the efforts of agencies concerned with education and welfare of children. Criterion V applies to aspects 2 and 3.

Application of the Criterion. The visiting teacher made effective use of facilities of the community and coordinated the efforts of agencies concerned with helping children by:

1. Making use of resources, as shown in Table IV, page 28, and illustrated in cases 1, 2, 8, 9 and 10, pages 39, 41, 49, 50.

2. Referring children to clinics, other school services, agencies for guidance and home placement, and providing material assistance, as
indicated in Table V, page 31, and illustrated in cases 1, 2, 9, 10 and 11, on pages 39, 41, 50, 51.

Criterion VI. The program should provide opportunities for professional growth of staff members while in service. Criterion VI applies to aspect 4.

Application of the Criterion. Staff members have engaged in professional growth activities by:

1. Participating in Regional Visiting Teacher Group Conferences, as shown in Table VIII, page 37.

2. Attending meetings and participating in planning the total school program as shown in Table VIII, page 37, and described in Activity one, page 59.

3. Attending conferences and participating in the evaluation of the program as shown in Table VIII, page 37, and described in Activity two, page 60.

4. Attending the Virginia Education Association Regional and State Conferences.

5. Participating in community programs as shown in Table VIII, page 37.

6. Reading professional books as indicated in Activity three, page 69.

7. Taking an extension course in "Medical Information" as described in Activity three, page 69.

An appraisal of any program requires intensive study and review of activities, services, and outcomes as they relate to the purposes of the
program. In application of the Criteria to the program described in previous chapters, the investigator is able to recognize both success and failure in accomplishment of purposes, as well as strengths and weaknesses in carrying on work in relation to the total school program.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

On the basis of the foregoing data, the following conclusions may be drawn regarding the visiting teacher program under study in Norfolk County.

The areas of the program which appear more nearly to meet the criteria include the following:

1. Regular attendance at meetings and conferences indicated participation in planning the total school program.

2. Participation in planning the purposes, areas of emphasis, and activities of the Norfolk County Student Cooperative Association indicated planning in an area affecting the total school program.

3. Regular attendance gave evidence of active participation in the county-wide evaluation conference.

4. An evaluation study and report on the visiting teacher program in Norfolk County Schools enabled the visiting teacher to evaluate her own activities in comparison with other workers and visiting teachers in the field.

5. Emphasis was placed upon the adjustments of children through conferences and interviews with the child, parents, school personnel, and by the use of resources.

6. Home visitation enabled the visiting teacher to understand problems and influences causing maladjustments of children, and provided factual information which was essential to effective planning for the
adjustment of such problems.

7. Cooperation with school personnel, including nurse and psychologist, strengthened the visiting teacher's understanding of problems as well as her services to children, parents, and community.

8. Working with other visiting teachers, reading professional books, participating in study groups, attending and participating in professional meetings, and evaluating the visiting teacher program, contributed to the professional growth through in-service training.

In light of the criteria, areas of the program which appear to need improvement include the following:

1. The data indicated lack of active participation of the over-all planning of the school program to meet the needs of individuals.

2. Analysis of the case load indicated more attention to correction than to prevention of problems.

3. Insufficient screening by personnel in some schools before referring cases to the visiting teacher resulted in waste of time and energy which might have been used profitably with children needing special help.

4. Referrals in many instances were not made until problems had become so acute that little could be done toward effecting satisfactory adjustment.

5. By comparison with other visiting teacher programs, the investigator recognized weaknesses of personnel in the program under study in participating in community activities.

6. The investigator recognized weakness in maintaining desirable relationships between home and school in the one case referred to court.
7. The visiting teacher failed to coordinate the efforts of the supervisors in working with cases needing change in curriculum and classroom situations.

8. The experience of the investigator indicated that insufficient time was scheduled for keeping adequate records.

9. The case load was too heavy for adequate follow-up of many of the more difficult problems.

II. RECOMMENDATIONS

The following recommendations are based upon the needs recognized through study of the program:

1. The visiting teacher program should include more active participation in planning school activities designed to meet the needs of individuals as well as groups of children.

2. The program should place greater emphasis upon prevention of problems by giving increased attention to physical, mental, and emotional needs of children.

3. The program should include more active participation by the visiting teacher in community activities.

4. More emphasis should be placed upon the education of parents in regard to their responsibility to children.

5. School personnel should be sensitive to early symptoms of behavior which needs attention, and should make referrals before the problems become acute.

6. Cases should be properly screened by school personnel before referral to the visiting teacher.
7. There should be better understanding of the constructive use of authority by school personnel and people in the community.

8. Visiting teachers should emphasize the study of causes of behavior problems.

9. The visiting teacher should have specified time in her weekly program for keeping records.

10. There should be greater emphasis upon human relations in the total school program.

11. Further study should be made in regard to the needs of exceptional children in each local school division.
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