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AN EXPERIENTIAL REPORT  
OF AN INTERNSHIP WITH THE  
NOTTAWA CHRISTIAN (BEACHY AMISH) DAY SCHOOL

by

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A Project Report  
Submitted to the  
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Also, to Specialist Project Advisor, Dr. Robert Oswald, my thanks for permitting me this unique experience.

Daisy Marie Allabach

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INTRODUCTION  
Internship Background

This internship was done from January through June of 1977, having finished the Master's Practicum requirement in Counseling and Personnel at the same Saint Joseph County, Michigan location the previous summer. Nottawa, a small village in western southern Michigan near the Indiana border, is the hub for a community of the isolated religious sect called Amish or Plain People. Various of these pacifist groups differ slightly in minute Scriptural interpretations, but members intermarry and generally present a united, communal-type life based on farming and other of the manual labors.

Their unique manner of dress is distinctive. The males wear dark suits and black wide-brimmed hats; all females wear long sleeved, calf-length dresses of one color and a gauze submission veil (bonnet) pinned in place on the crown of their uncut hair. There is no differentiation made in the clothing because of age, therefore, the youngsters look like miniatures of the adults.

Mode of transportation varies from horse and buggy to black cars. Local businesses make accommodations for the Amish with designated parking areas, by installing hitching rails, and by stocking items attractive to large farm families, Examples would be large crocks, kraut cutters, two gallon size jars of salad dressings and prepared mustard, and displaying bolts of plain fabric and sewing findings.

Although to be 'culturally different' often suggests negative

connotations, this is not the case in that the Plain People (Amish) are admired for their family cohesiveness, cleanliness, excellent work skills, and community cooperation and assistance. Because of their modest and peculiar dress and restricted recreational activities, the Amish are especially vulnerable to criticisms and covert slights from age-mates and adults unaware of the culture's positive characteristics. These Plain People contribute to society with taxes on their farm land and with compulsory salary deductions (those who work in local factories), but the Amish do not rely on insurance, quickly rallying en masse to erect and replace a building destroyed by wind or fire -- usually while the embers are still hot! They also contribute by their independence and by NOT extracting monies from the governmental agencies to finance personal obligations. This Amish concept of self responsibility spills over into the general society and the effect is good in that the local citizens think twice about appropriating money to accomplish a task that can just as easily be done by personal involvement.

## Purpose of Internship

This Internship was done to see how the Amish sect members score when administered standardized testing instruments and to determine if and to what extent any deviations are influenced by the Plain People's cultural beliefs.

During the Practicum which involved eight students, it was noticed that in answering one of the tests (the Peabody Picture Vocabulary Test), all eight students missed the same, isolated words and most missed words relating to particular concepts, (i.e., aggression), by missing words such as 'horror', 'assaulting' and 'weapon'. Having dealt with many non-Amish youngsters in public, private, parochial, and state educational facilities, it was wondered if the tests were culturally biased. With that question posed, the internship proceeded to further investigate the question of Amish cultural bias on testing with standardized instruments.

In order to accomplish this goal, testing was done over a broad segment of the Nottawa Amish groups and a concentrated study of their culture was made. By superimposing the one upon the other, traditions and mores were shown to influence answers and resulting scores.

The four methods utilized in the investigation to better understand the Amish culture employed 1. formal group and individual testing: with the above mentioned Peabody Picture Vocabulary Test, the California Achievement Test Battery, and the Kinetic Family Drawing; 2. counseling sessions: some working on students' personal ideas,

educational objectives and career planning; 3. counselation with parents: (and often entire family), School Administrator, Bishop, Supervisor, and Monitors (teachers) regarding the child's progress; and 4. weekly consultant/teaching periods: to expand and challenge strengths and bolster weak academic areas.

This internship took this investigator into the homes, the Nottawa Christian Day School, and Pilgrim (Beachy Amish) Church where hospitality was both generous and gracious, and where respect was always shown not only to this outsider but to each other.

The Nottawa Christian Day School was established in 1974 to provide Bible-based education and to eliminate extraneous teachings of the public system which were regarded or felt to be wrong, too liberal, or unnecessary to the Amish child's way of living. A three-member board elected by the Pilgrim Fellowship group serves the 1st - 12th grade school which is housed in a modular unit and also uses the adjacent church facilities and grounds. Instruction is conducted via printed packets, paced according to individual need and level, thus relying heavily on both reading skills and self-motivation but excluding formal standard text books.

The entire school population of thirty-one students, (as well as several siblings and children under the care of the parents), were tested by using the four methods listed - formal group and individual testing, counseling sessions, counselation with parents, and weekly consultant/teaching periods. To apprise the students necessitated not only sibling involvement but understanding the entire Nottawa area's Amish community so that any test results might

be more realistically interpreted. Some parents and monitors also requested testing which brought the total to forty of persons who were individually tested, counseled, or privately tutored. Twenty families were directly involved and a minimum of approximately 200 other Plain People participated in sundry ways in this internship with the Beachy Amish community.



## Amish Community

The Amish religious beliefs transcend their total life style and purpose for living which is to glorify God. Hence these Arminian doctrines of a loving God who gives repentance, faith, and holiness freely to all (Landis<sup>1</sup>) permeate the daily activities and serve as powerful motives (Brammer<sup>2</sup>) to the Amish sect members. The Plain People lead an orderly disciplined life, are not combative but gentle and considerate, and do not waste time in purposeless talk or in discussions or vain argument.

Believing the laborer is worthy of his hire, excellent work skills are established, perfected and practiced giving great joy and satisfaction to the worker. The Amish are known as skilled farmers, carpenters, homemakers, nurses-aides, and in other service occupations. For example: regional newspaper advertisements for domestics often specifically request "Amish girl wanted". The value of this reputation is incalculable.

Although different groups have variations of hair arrangements, dress style and ideas concerning electricity and machinery, the modifications are within specified limitations. Those who even subtly compromise are considered liberal, but some do. Therefore a

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<sup>1</sup>Landis, Benson Y., Religion in the United States. New York: Barnes and Noble, Inc., 1965, 41.

<sup>2</sup>Brammer, Lawrence M. and Shostrom, Everett L., Therapeutic Psychology. New Jersey: Prentice-Hall, Inc., 1968, 427.

gathering will reveal entire families all to be scrupulously clean and modestly dressed in plain colors. The distinctive hair style for males may include a beard while the ladies arrange their uncut hair in braids or in a bun at the crown. This is covered completely or partially (depending on the thrust of their group) by a submission veil or prayer bonnet. This may be worn even by two-year olds and denotes submitting to authority -- God, the head of the household, and others.

Standards of conduct include incentive, discipline, controls, and the principle of nonresistance. Traditions, group feelings and leadership constitute an intangible factor and give a surge of enthusiasm to living.

Most families speak Dutch/German (an oral language in the home, use German in worship services, and accomodate the local citizenry by instructing Amish offspring in English from about the age of three years. This linguistic factor is not recognized nor is it reflected in standardized test administration within the regular school. Upon entering public school, an Amish child may understand three languages yet may appear to be ignorant or slow because of a hesitancy to speak since they are trained to be silent unless conversation is specifically addressed to them by name. Teachers have found that this 'meekness' does not equate with weakness or stupidity.

This intern has seen approval and pride displayed with great exuberance over scholarly accomplishments, and also intense parental concern expressed at their child's attitude, or a name misappropri-

ately called a playmate.

Pictures are not sanctioned by many of the groups, however, two graduates posed for photographs right after receiving recognition of their educational accomplishments in a community service.

## Cultural Differences and Educational Evaluation

A major reason children from deviant cultures tend to be 'penalized' in standard testing is because of a differing socio-economic stratum (Sanders<sup>1</sup>). These discrepancies are particularly noteworthy when comparing test results of classmates living within a mile of each other but from a different (social) environment.

Gowan and Bruch warn that translating findings from studies of one cultural group to another must be done with exercised caution as each marginal group may have its own pattern of cognitive and affective strengths (Gowan and Burch<sup>2</sup>). This is a cultural dilemma and one of the best extant reasons arguing for multidimensioned identification methods.

There is a copious and bountiful literature testifying to the variances and confusing results when all kinds of attrition factors enter into the testing program -- age, sex, race, socio-economic status, minority subgroup, language, etc. Perhaps instead of concentrating on producing a 'culture-free' evaluation instrument, a determined assiduous effort should be made to cultivate not 'special' but proper provisional testing tools for specific cultures. To show

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<sup>1</sup>Sanders, David C., Elementary Education and the Academically Talented Pupil. Washington, D. C.: National Education Association, 1959, 31.

<sup>2</sup>Gowan, John C. and Bruch, Catherine B., The Academically Talented Student and Guidance. New York: Houghton Mifflin Co., 1971, 78.

concretely the significance of this concept, with apperception, consider the multitude of adaptations made to Edgar Doll's Vineland Social Maturity Scale (Doll<sup>1</sup>; Thorndike<sup>2</sup>). Admittedly 'cross-culture' testing employing pictures, and 'culture-fair' termed tests do exist but cultural background does, however, play a role in the Wechsler picture series interpretation and there are cultural differentials and interpretations of test scores (Annastasi<sup>3</sup>; Dunn<sup>4</sup>). Hence, to be different and unique is all too often to be degraded or labelled as 'underachievers' or 'discrepant achievers' when in reality the testees have been undermeasured. Public schooling, while doing well by the generality, frequently inadequately provides for these students either by missing the needs of the minority group member who does not identify with the 'alien' culture or by misunderstanding their needs (Gowan and Demos<sup>5</sup>).

It is obvious that the Amish in the Nottawa area are one of the most neglected and yet potentially productive group of students and

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<sup>1</sup>Doll, Edgar A., Vineland Social Maturity Scale. Minnesota: American Guidance Service, Inc., 1965, P. ii.

<sup>2</sup>Thorndike, Robert L. and Hagen, Elizabeth, Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, Inc., 1967, 369, 370.

<sup>3</sup>Annastasi, Anne, Psychological Testing. New York: Macmillan Publishing Co., Inc., 1976, 58-62.

<sup>4</sup>Dunn, Lloyd M., Expanded Manual for the Peabody Picture Vocabulary Test. Minnesota: American Guidance Service, Inc., 1965, 11.

<sup>5</sup>Gowan, John Curtis and Demos, George D., The Education and Guidance of the Ablest. Illinois: Charles C. Thomas, 1964, 34.

not being satisfied with helping students to cope with the status quo, has tried on a new role, even venturing into the unknown, in an attempt to salvage the talent of this small community (Crabbs<sup>1</sup>; Venn<sup>2</sup>).

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<sup>1</sup>Crabbs, Michael A., "Listening Workshops for Teachers". The School Counselor, XX, No. 1 (September 1972), 61-63.

<sup>2</sup>Venn, Grant, "Accountable for What?" in The Courage to Change, (eds.) Pucinski, Roman C. and Hirsch, Sharlene Pearlman. New Jersey: Prentice-Hall, 1971, 34-42.

## TESTING INSTRUMENTS

Five evaluation instruments were utilized in this internship among the Beachy Amish community groups: the California Achievement Test, the Zimmerman Preschool Language Scale, the Kinetic Family Drawing, the Peabody Picture Vocabulary Test, and the Vineland Social Maturity Scale. Initially, the Vineland Social Maturity Scale was contemplated and envisioned as being the prime thrust, however, it was quickly realized that the Kinetic Family Drawing would be beneficial to the effort. The California Achievement Test results revealed several low areas (Spelling and Arithmetic) and the Peabody Picture Vocabulary Test was used to validate or refute this. The Zimmerman Preschool Language Scale administration was an isolated case and involved one prospective student only.

### Nomothetic

The California Achievement Tests are administered by the monitors each May to the entire school population. Score information was available but lacked interpretation and application. Using this data, class and individual standings were charted on profile cards.

Although the Nottawa Christian (Beachy Amish) Day School has been in session for three years, this year was the first to have a graduating class. It consisted of two young ladies aged seventeen and eighteen. Their rating on the California Achievement Test is shown in Table I on the next page. Graduate number one is enrolled in the Practical Nursing curriculum at the Glen Oaks Commu-

ity College and Graduate number two is anticipating marriage during the summer.

Table I

The 1977 Graduating Class Members'  
Grade Equivalencies On The Advanced Form  
Of The California Achievement Test

Equivalencies as:	#1 C. A. 18.5		#2 C. A. 17.10	
	Grade	Deviation	Grade	Deviation
Reading Vocabulary	12.1	.3	11.9	.9
Reading Comprehension	14.4	2.6	11.0	.2
Total Reading	13.4	1.6	11.5	.7
Mechanics of English	14.2	2.4	11.4	.6
Spelling	14.7	2.9	12.6	1.8
Total Language	14.1	2.3	11.4	.6
Arithmetic Reasoning	11.3	-- .5	9.2	--1.6
Arithmetic Fundamentals	13.6	1.8	6.8	--4.0
Total Arithmetic	12.7	.9	7.8	--3.0

Another student, a sixteen year old male, had just finished the 8th Grade and chose to leave school and 'go to farming'. His grade equivalencies on the Junior High form of the California Achievement Test are reported in Table II.



Table II

Male (Drop Out) Student's  
Grade Equivalencies On The Junior High Form  
Of The California Achievement Test

	Grade	Deviation
Reading Vocabulary	7.6	-1.2
Reading Comprehension	6.7	-2.1
Total Reading	7.0	-1.8
Mechanics of English	6.9	-1.9
Spelling	6.4	-2.4
Total Language	6.8	-2.0
Arithmetic Reasoning	6.2	-2.6
Arithmetic Fundamentals	6.6	-2.2
Total Arithmetic	6.5	-2.3

His scores are all below the 8.8 Grade level

A quick perusal reveals consistent deficits in all Arithmetic areas which indicates need of indepth prolonged emphasis on the fundamentals. The school curriculum is set up for self-instruction utilizing printed packets but no standard formal text at all. Therefore, because of the imperativeness of reading, concerted effort is placed on reading skills. A phonetic alphabet in varying depths of color for 'silent' letters, etc. And a reading machine is used to encourage speed with comprehension.

Elementary scores indicate a small weakness existing in both Mechanics of English and Spelling, but by Junior High these come up to slightly above average. Perhaps this reflects the influence of repeated daily use of the English in the classroom although Dutch/German is spoken in the home environment. Table III shows scores

of the four Junior High students on the California Achievement Test, with their range deviation and average deviation in that particular subtest.

Table III

Junior High Students' Scores And Data  
From Junior High Form  
Of The California Achievement Test

	#1	#2	#3	#4	Range Deviation	Average
<b>READING:</b>						
Vocabulary	-1.2	2.2	-2.8	1.0	-2.8 to 2.2	.2
Comprehension	-2.1	4.1	-1.3	.7	-2.1 to 4.1	.3
Total Reading	-1.8	3.2	-2.1	1.0	-2.1 to 3.2	.1
<b>ARITHMETIC:</b>						
Reasoning	-2.6	1.0	-1.1	-1.1	-2.6 to 1.0	-.9
Fundamentals	-2.2	-.8	-1.1	-.8	-2.2 to -.8	-1.2
Total Arithmetic	-2.3	-.2	-1.0	-.8	-2.3 to -.2	-1.1
<b>MECHANICS OF:</b>						
English	-1.7	4.0	-.5	-.7	-1.7 to 4.0	.3
Spelling	-1.5	2.0	-1.4	-.3	-1.5 to 2.0	.3
Total Language	-2.0	3.7	-.7	-.6	-2.0 to 3.7	.1

Table IV  
Elementary Students' California Achievement Test Scores

	#1	#2	#3	#4	#5	#6	#7	#8	#9	Deviations	
										Range	Average
<b>READING:</b>											
Vocabulary	-1.5	-1.0	- .3	+2.2	+ .2	- .3	+ .2	- .9	- .5	-1.5 to +2.2	- .2
Comprehension	- .7	+ .2	- .2	+ .6	+1.4	+ .1	+ .6	+ .8	+ .8	- .7 to +1.4	+ .5
Total Reading	-1.0	- .2	- .2	+1.2	+1.0	----	+1.0	----	+ .3	-1.0 to +1.2	+ .2
<b>ARITHMETIC:</b>											
Reasoning	- .6	-1.9	-1.0	+1.2	- .5	-1.5	- .4	- .2	-1.0	-1.9 to +1.2	- .6
Fundamentals	-2.1	-1.5	-2.1	- .8	-1.4	-1.5	-1.0	- .7	-1.3	-2.1 to - .7	-1.4
Total Arith.	-1.5	-1.6	-1.5	- .1	- .9	-1.4	-1.6	- .4	-1.1	-1.6 to - .1	-1.1
<b>MECHANICS OF:</b>											
English	-1.1	- .2	- .8	+ .9	----	- .6	+1.6	+ .7	+ .6	-1.1 to +1.6	- .1
Spelling	- .3	- .9	- .6	+ .1	+1.0	-1.0	+ .1	-1.6	- .1	-1.6 to +1.0	- .4
Total Language	- .9	- .3	- .8	+ .8	+ .2	- .7	+1.3	+ .1	+ .4	- .9 to +1.3	----

## Idiographic

Four different testing tools were employed on an individual basis and all were administered by the practising intern. The PRE-SCHOOL LANGUAGE SCALE (Zimmerman<sup>1</sup>) was utilized with one child only, and that by parental request to determine feasibility of first grade enrollment as proper placement. The Nottawa Christian Day School has grades 1-12 but does not have a Kindergarten so the parents wondered if their petite youngster was ready for formal schooling. Information from the testing with the PRESCHOOL LANGUAGE SCALE is as follows:

Subject F 6-6 C. A.

### Results --

- oral language usage equivalent to 1st Grade
- mental maturity of 6.1 years
- deficit in body part identification
- could identify coins
- counted to 24 using counters
- could print first letter of own name, another letter attempted
- does not pronounce final syllable of words ending with explosive "p" and "b" sounds
- failed to deal with simplest subtraction problems
- eyes don't appear to track well

Fall entrance was planned.

### Kinetic Family Drawing

To initiate contact with the student, the Kinetic Family Drawing was utilized. Although this projective technique is quite

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<sup>1</sup>Zimmerman, Irla Lee, Violette G. Steiner and Roberta L. Evatt, Preschool Language Scale. Ohio: Charles E. Merrill Publishing Co., 1969.

subjective, and dependent upon the examiner's interpretation, a good working relationship was greatly facilitated by this non-threatening task -- that of drawing subject and his family with everyone doing something (Reenders<sup>1</sup>). All the students readily agreed to do this; most drew with no comment or change in facial expression, but cooperatively.

Interpretation of the finished product consists of consideration of characters' size, position and activities, and environmental inclusions (Burns and Kaufman<sup>2</sup>). This paper and pencil test is similar to 'family sculpturing' which is frequently employed in family and marriage counseling, but has the advantage of not requiring actual presence of family members.

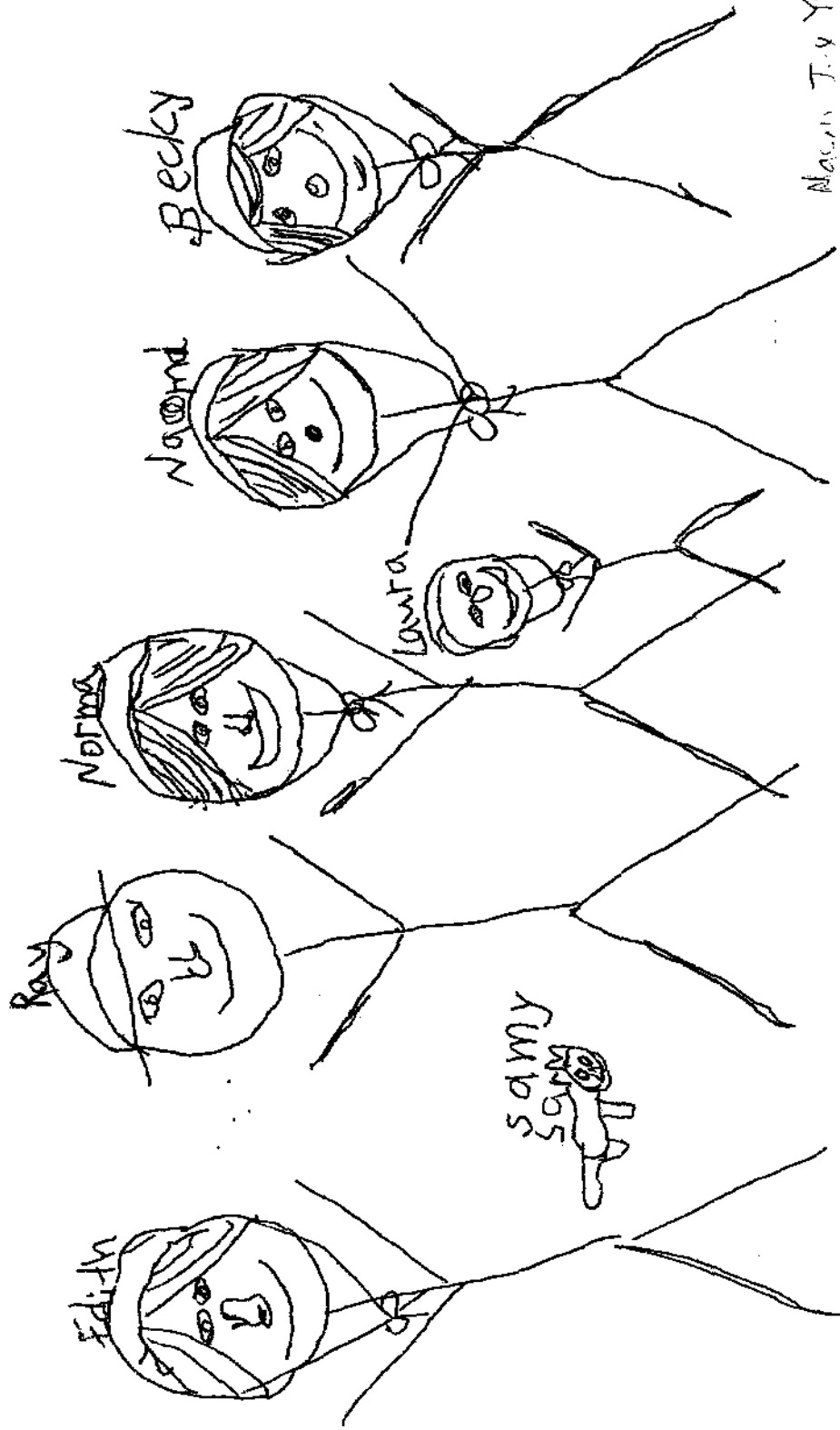
In general, characters were closely arranged and were either working or playing. The size shows relative importance to the subject and this was reinforced via counseling sessions later. The position of the characters was usually the front view including distinctive mode of dress imperatively prescribed for all members at all age levels. Embellishments consisted of sink, tools, and other implements; smaller children were pictured with toys or in bed. Most artwork was quite immature and took much more time than anticipated. Amish do not believe in taking pictures so models or wall hangings are not available for study. People were mostly

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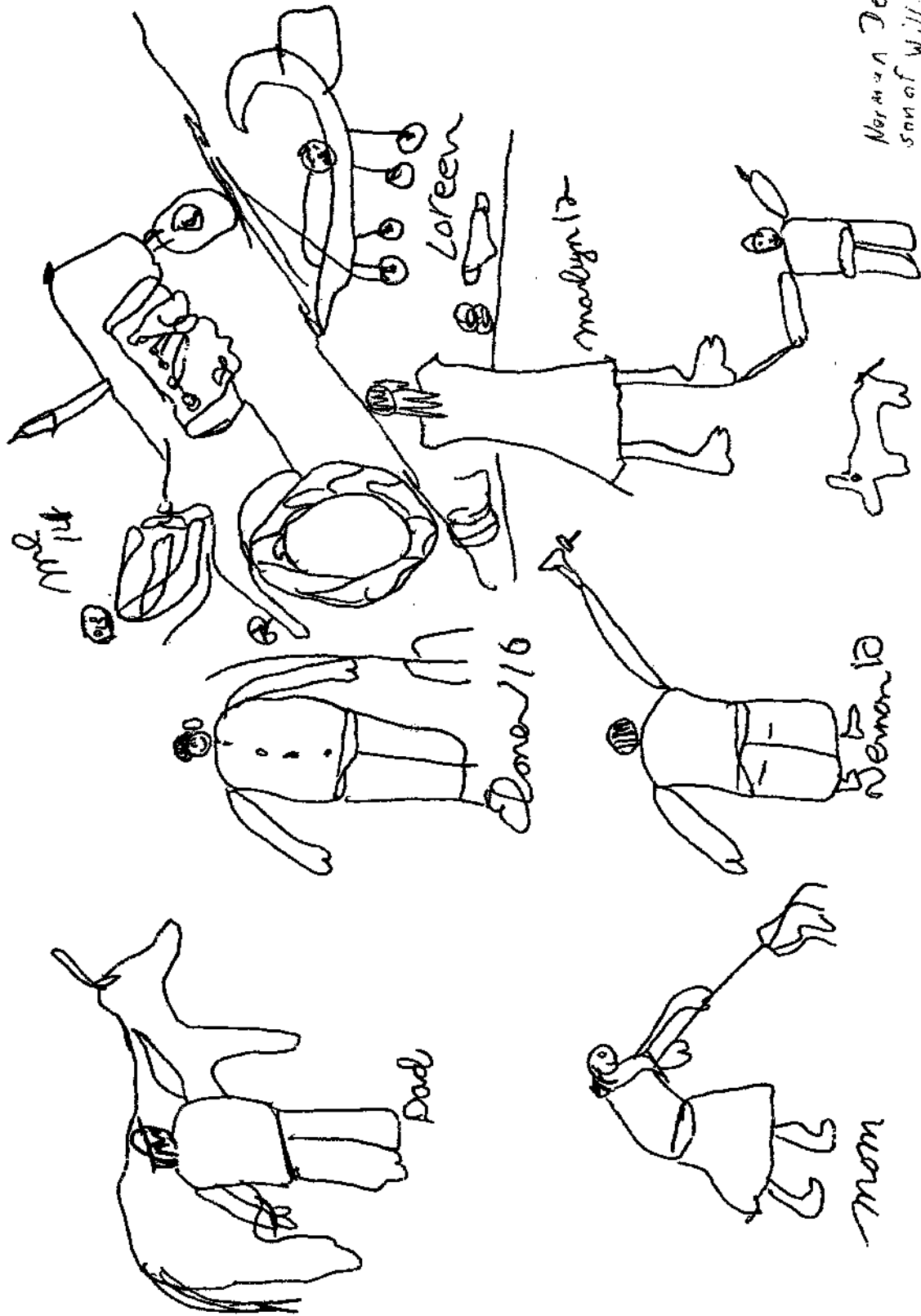
<sup>1</sup>Reenders, Gary, Kinetic Family Drawings, unpublished paper of 1976.

<sup>2</sup>Burns and Kaufman, Actions, Styles, and Symbols in Kinetic Family Drawings. New York: Brunner/Mazel, 1972.

depicted with stick characters. Several drawings are included here.



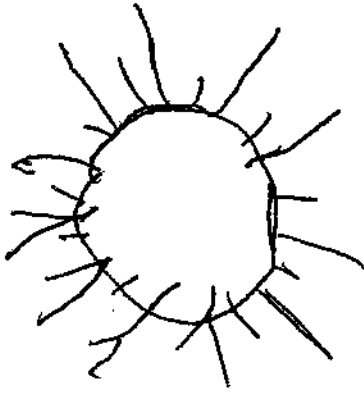
Macrae T. Y. Yoder, painted  
9 years, 5 months  
Version T Yoder



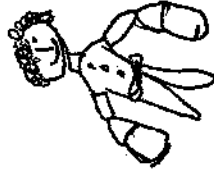
Norman Dean Yoder,  
son of William F. Yoder

Orlando 14 years

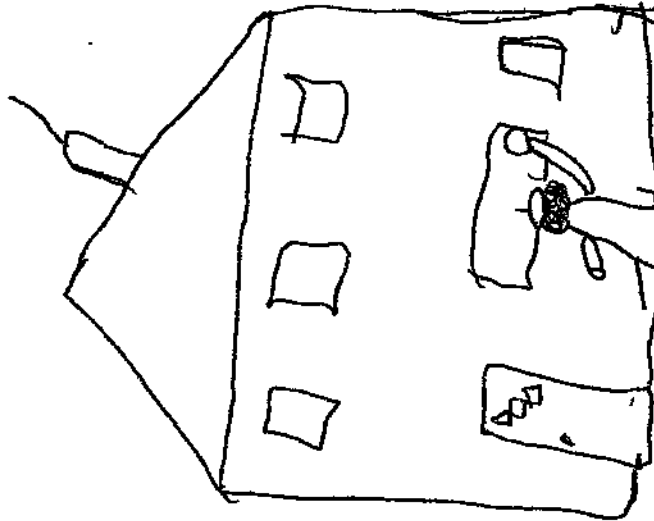




Michelle



Dad



Mom



Wayne



Mike

10 years, 7 months

Peabody Picture Vocabulary Test

This proved to be the most interesting of the individually administered tests: PEABODY PICTURE VOCABULARY TEST has two forms and standard procedure is to use one, either Form A or Form B. The tester gives a word and the testee selects one of four pictures as the one graphically expressing that word. This was done, however, some words seemed to fall into a classification of being consistently missed. Incorrect responses were also recorded in an attempt to ascertain the reason for that particular selection. Finally, re-test sessions were requested of all and each was administered the alternate form of the test. Again, incorrect responses were also recorded. Words missed 17 to 32% of the time are listed for both forms.

FORM A

badge  
submarine  
tackling  
kayak  
funnel  
delight  
submerge  
porter  
bereavement  
tantrum  
canine  
probing  
angling  
appraising  
communication  
feline

Missed 33 to 50%

transportation  
ceremony  
bronco  
lecturer     stunt  
archer       meringue  
stadium      appliance  
excavate     artic  
assaulting   sentry

FORM B

pledging  
hydrant  
reel  
insect  
gnawing  
bannister  
walrus  
filing (clerical)  
horror             jurisprudence  
chef               sapling  
autumn            arch  
scholar           lubricating  
soldering         jubilant  
astonishment     laden  
tread             goblet  
thatched          rodent

Missed 33 to 50%

locomotive  
weapon  
construction  
observatory  
assistance  
erecting           oasis  
thoroughbred      vale  
ornament           pedestrian



not found on the extrapolated charts. Students 20 and 29, as well as 7, 13, and 21 scored differentials of approximately 2 years between Forms A and B.

Table V

Entire School Populations'  
Peabody Picture Vocabulary Test Scores  
Compared With The California Achievement Subtests Scores

	C. A.	SEX	PEABODY PICTURE VOCABULARY TEST						CAT		GRADE
			M. A. A	M. A. B	I.Q.		CA/MA DIFF		TOTAL READING	TOTAL LANG.	
					A	B	A	B			in yr/mo
1.	6-10	F	7-1	8-2	92	102	/3	1/3	Not Tested		
2.	6-11	M	4-5	4-4	69	67	-2/6	-2/7	Not Tested		
3.	7-2	F	6-1	6-2	91	91	-1/1	-1/0	Not Tested		
4.	7-3	F	6-10	7-0	98	100	- /5	- /3	Not Tested		
5.	7-4	M	5-7	5-1	85	77	-1/9	-2/3	Not Tested		
6.	7-10	M	7-1	8-2	92	102	- /9	/4	3.2	3.1	
7.	8-0	F	6-1	7-3	83	93	-1/11	- /9	4.2	4.2	
8.	8-2	M	7-10	9-6	90	114	- /4	1/4	4.2	4.1	
9.	8-2	M	7-8	7-3	97	93	- /6	- /11	3.8	3.5	
10.	8-5	F	7-1	6-4	77	92	-1/4	-2/1	2.5	2.2	
11.	9-0	F	7-10	8-0	90	91	-1/2	-1/0	4.6	4.1	
12.	9-0	F	8-11	9-4	100	102	- /1	/4	4.7	4.7	
13.	9-0	F	6-10	8-4	81	87	-2/2	- /8	4.5	4.9	
14.	9-0	F	11-0	11-3	118	120	2/0	2/3	4.5	4.0	
15.	9-6	F	12-1	12-4	115	119	2/7	2/10	4.8	4.8	
16.	9-10	M	10-2	11-3	101	113	/4	1/5	4.8	4.2	
17.	10-4	M	8-3	9-1	87	85	-2/1	-1/3	4.4	3.9	
18.	10-5	M	10-4	8-0	102	84	- /1	-2/5	4.6	4.1	
19.	10-6	M	7-6	7-10	71	75	-3/0	-2/8	4.5	4.3	
20.	10-6	F	10-2	9-4	91	86	- /4	-1/2	4.7	4.3	
21.	11-5	F	8-5	11-7	79	108	-3/0	/2	6.1	6.2	
22.	12-0	M	10-5	10-10	90	94	-1/7	-1/2	Not Tested		
23.	12-6	F	11-4	11-3	90	91	-1/2	-1/3	6.3	7.1	
24.	12-6	M	9-2	7-10	81	70	-3/4	-4/8	5.8	5.1	
25.	12-11	F	10-7	9-1	85	76	-2/4	-3/10	5.8	5.9	
26.	13-9	F	11-0	10-10	86	85	-2/9	-2/11	6.6	6.5	
27.	14-7	F	18...	18...	129	123	5/0?	5/0?	11.0	11.3	
28.	14-10	M	14-6	16-10	98	108	- /4	2/0	8.8	7.2	
29.	14-10	M	13-11	10-10	96	82	- /11	-4/0	5.7	7.1	
30.	17-10	F	17-9	18...	99	117	- /1	2/0?	11.5	11.4	
31.	18-5	F	18...	18...	117	116	2/0?	2/0?	13.4	14.1	

It was predicted that CA/MA Difference would be greatest among the younger children, however, such was not the case.

### Vineland Social Maturity Scale

The fourth individual evaluation tool used was the Vineland Social Maturity Scale which measures subject's maturational interaction with social milieu, independence and freedom. Although ideal for the measure of therapeutic improvement, it lends itself equally as well as a measure for intercultural comparison. Six areas covered are: Self-help, Self-direction, Occupation, Community, Locomotion and Socialization. By employing the Thomson method of calculating average age norms for comprised items, Doll has been able to arrange the successive items in a precise order of progressive difficulty of known statistical values. Being categorized according to chronological behavior expectations, items from the six areas are interspersed; this helps to maintain interest.

Although the subject need not be present to be evaluated since the informant-parent, teacher or guardian acts as proxy for the subject, the subject was his own informant in 15% of the cases and one or both parents were informants in remaining 85% of the cases.

All scoring was done locally and by hand, eliminating a waiting period and expense. Through cross system of scoring with Binet Scale, score is converted to age score. This method combines both year scale and the point-scale principles and interpretation of total scores is in terms of year values or 'social age'. Accompanying table reveals 20% of the students scored low by a minimum of six months, while 35% function with more maturity -- 2, 3 even

5 years beyond average C. A. expectations.

To date, 59 studies selected Vineland items as being 'representative' mean age behaviors. There are adaptations (culturally) for Hawaiian, Australian, and other cultures, and several translations (e.g., Italian, German, Spanish, Swedish, and Japanese). In a personal communique with Geraldine Doll<sup>1</sup>, wife of Edgar Doll, the originator of the Vineland, the possibility of using the Vineland with the Amish was discussed. After doing this, several items were noted as consistent variants. Further discussions gave explanation for these exceptions.

L -- indicates an item involving Locomotion  
 C -- Communication; O -- Occupation; S -- Socializations,  
 and SD -- Self-Direction

L items:

- goes about neighborhood unattended
- goes to school unattended
- goes about hometown freely
- goes to nearby places alone

Close tabs are kept on Amish children; parents know where they are and what they are doing. When leaving immediate home grounds, usually the entire family goes together. In the case of this study, transportation had to be provided all students because entire school population resides some distance away (1/2 to 17 miles) from the educational facility.

C items:

- writes occasional short letters
- makes telephone calls
- answers ads; purchases by mail
- follows current events

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<sup>1</sup>Doll, Geraldine (Mrs. Edgar Doll) in personal communique, May 1977.

None of the informants said their child listened to news broadcasts or read newspapers; some are avid book readers but none read magazines or periodicals except literature dispersed by the church.



Table VI

Total School Population's Raw Point Scores Converted to  
Social Age on Vineland Social Maturity Scale

STUDENT	CA	SEX	POINT	YEAR	STUDENT	CA	SEX	POINT	YEAR
1.	6-10	F	70	8.0	17.	10-4	M	85	12.6
2.	6-11	M	70	8.0	18.	10-5	M	84	12.0
3.	7-2	F	Not Available		19.	10-6	M	76	9.7
4.	7-3	F	62	6.3	20.	10-6	F	73	8.8
5.	7-4	M	70	8.0	21.	11-5	F	86.5	13.5
6.	7-10	M	74.5	9.2	22.	12	M	92.5	16.8
7.	8-0	F	72	8.5	23.	12-6	F	88	14.4
8.	8-2	M	70	8.0	24.	12-6	M	92.5	16.8
9.	8-2	M	83	11.7	25.	12-11	F	88	14.4
10.	8-5	F	70.5	8.1	26.	13-9	F	94	17.5
11.	9-0	F	68	7.6	27.	14-7	F	85	12.6
12.	9-0	F	84	12.0	28.	14-10	M	88.5	14.7
13.	9-0	F	88	14.4	29.	14-10	M	91.5	16.3
14.	9-0	F	Not Available		30.	17-10	F	100	19.7
15.	9-6	F	84	12.0	31.	18-5	F	97	18.7
16.	9-10	M	85.5	12.9					

(Year Scale equals Social Age)

All reading material is checked and current magazines are not permitted because of their emphasis on sex, disruption of family unit, or unrealistic 'lovely dream' endings.

Because married family members live nearby, even adjunct, there is usually little need to write letters. Telephone usage is limited to adults with younger members 'knowing how to' but not monopolizing the phone.

S items:

- Santa Claus
- combs or brushes hair

The Santa Claus myth is not presented so there is no true application of this item in this culture. Item regarding combing or brushing hair: the boys tend to their own hair but because the females' hair is never cut, managing it is rather difficult especially for younger girls. The mother usually combs and arranges the child's hair in a bun or braids on the crown. This is covered by a lightweight gauze bonnet which is (straight) pinned into position. This preparation is sufficient for the entire day.

O items:

- do small, remunerative work
- performs expert or professional work

Occupationally, all Amish work, not necessarily for financial reimbursement but out of necessity, for maintenance of belongings, and to help others. The Amish do not consider their trades as 'expert' or 'professional', nor merely making a living, but LIFE itself. They include farming, carpentry, homemaking, baby sitting, medical service occupations -- aides, ward clerks, and so forth. Older offspring may marry and purchase nearby farmland but the younger are

expected to remain and farm the homestead.

SD items:

- goes out unsupervised daytime
- goes to bed unassisted
- makes minor purchases
- buys own clothing accessories
- has own spending money
- buys all own clothing

Time is spent together as a family before bedtime. This may include games, reading, devotional studies or personal expression of love, thus children are not sent to bed but tucked in with prayers.

Monetary gifts such as birthday money is owned by the child, but like any other money, is kept by the parents and used when needed or desired. The parents make the purchases of necessities and according to their dress code. Amish children do not receive any weekly allowance but one girl earned money cleaning and later purchased a bedroom suite. Through this system needs are met, gifts or wants are treats and appreciated. Employment is near 100%; all ages are cared for lovingly as they provide for each other.

## COUNSELING SESSIONS

Counseling per se is a new concept to the Amish but was entered enthusiastically and with curiosity. Concerns are usually dealt with as they arise, seeking personal guidance from Scripture and prayer, or help from their Brethren (both materially and psychologically). At outset the administrator was assured that nothing contrary to the Amish beliefs would be purported and as this writer also has a certificate to teach Bible classes, and previous work had been recognized by the group, permission was granted.

Appointments were pre-arranged according to work and weather, transportation availability, and church activities schedule. This aspect should not be lightly considered; several times sessions could not be as arranged because of sudden snow storms and quick improvisation (testing nearer non-scheduled students) saved time and travel.

What appeared to be a diad (whether in school or home) was in reality always unobtrusively witnessed by one, usually more, and often taped. Background persons included other students of the family, monitor, assistant teacher, Bishop, one or both parents, other siblings, friends and relatives. Periods of actual one on one counseling totalled one, and when that session was in its last moments, another person appeared.

### Personal Concerns

Lengthy sessions on an individual basis were held with forty persons. What counselors term a 'sharing of concerns relationship' was entered immediately upon meeting, whether adult or child. Thus the time was spent in in-depth matters, actively seeking an answer. Hesitancy was expressed only two times. Both cases involved a mother uneasy about a daughter's behavior and each requested her daughter to go elsewhere for a few moments. This was tactfully done and was instantaneously obeyed with no tension or antipathy. The mother didn't want to speak of an undesirable trait in front of the daughter. Typically, the client's presenting problem had been thought through before counseling was offered in this project. A solution had been sought, and in several cases, alternatives had already been considered. Usually they had been disquieted by the apprehension for some time and wanted to know what to do and why this particular behavior or emotion had been manifested. An eagerness to change or rectify the situation was already present and care had to be exercised by this counselor as the Amish openly ask what to do and are not used to working through to a self-initiated solution.

Stresses mentioned as presenting problems included:

- making friends in a public organization
- low self-confidence, not felt to be attractive
- fear mother's death, therefore loss of confidant
- regarding possibility of offending others by word or action
- wanting to do peer activities (i.e., camping)
- desire to stop stuttering
- get a short-term job to buy roller skates (client lived in town)
- questioned if prepared for responsibilities of marriage
- family position because of adoption, placement of other children into home by the Welfare Department, indigents and others sharing residence

There are three generations in many households; there were at least four adoptions among this small school's population.

### Educational Objectives

Prior to formation of the Nottawa Christian Day School, all area students attended the small local public elementary school after which they were transferred to the nearby village for higher educational experience. The Amish pattern was to enroll a child at age seven followed by spasmodic attendance to accommodate farm and home work needs, with dropping out at 16 years the normal expectation.

Within the last decade, there are subtle changes in attitude toward further education. Many Amish children yearned to continue school attendance but Amish custom considered the 8th grade as terminal formal education. While not overwhelmingly for a program of completing through 12th Grade with advancement into post high school, more Beachy Amish are generally favorable of consistent attendance when dealing exclusively with basic skills. There had been an attempt to credit students with skills that were presented in the home but not in the public school i.e., butchering. However, courses even as fundamental as Home Economics are termed extraneous in the Amish culture as that is considered the mother's responsibility as the father's responsibility is to train the son to work and practise his skills -- which they do. The parent/children communication is beautiful to behold! Each parent is a teacher loving and patiently transmitting knowledge on to the following generation -- preparing them for life. This transmitting continues at all ages, thus the three generation home holds many educational opportunities.

The parents recognize their children (and not their land) as their wealth and are promoting education for their offspring although most of the parents never finished 8th grade and attended only intermittently.

This year one sixteen year old boy dropped out of school to go into farming. It should be realized that his schooling cost approximately \$54 each month tuition, plus expense of packets consumed, transportation cost and work and time away from the farm during some of the ultrabusy periods -- indeed costly to parents who have a farm business and other children also.

In one counseling session, it was suggested to the father that he take a welding course at the community college to improve his skill in this area. He was interested but hinted that these Plain People are changing so rapidly in some areas that perhaps they are handling all they can right now. Later, this and other ideas might be advantageously followed.

In conjunction with this, counseling periods as well as consultation were spent building upon this attitude of students continuing their education then returning with expertise to aid their own people who have needs also. With great difficulty, several possibilities have been ferreted out, local community college offerings of curriculums leading to L.P.N. and vocational certification. Also attendance was given various four-year colleges, correspondence courses, civil service, apprenticeships, etc.

It is worthwhile to note Graduate #1 plans an education lead-



ing to a degree in nursing. It is interesting to see this bit of entrepreneur spirit without suggestion of expulsion or excommunication by the group.

We need expect no diminution in continuing interest in the education and importance of vocational training as the Nottawa group is generally pleased with the favorable results than had been previously experienced in the public school and are willing to sacrificially promote the Amish facility -- the Nottawa Christian (Beachy Amish) Day School.

### Career Planning

When asked their thoughts on a career or line of work, all stated 'service' occupations of present level except two claimed nurse (vs nurse-aide) and medical doctor (vs ward clerk or other less skilled position). This is a giant step forward as low occupational expectations had been the rule traditionally. However thinking about alternative occupations is of itself not necessarily good unless tied into ability and aptitude projections, and that realistically. While a counselor must be fully cognizant of sources of vocation career planning information, this school is handicapped in that it has no counselor and does not receive any periodicals or other helpful literature. The exigency of the challenges ahead is emerging, hence, some actual thought and consideration with leeway for work choice is being initiated.

This population was quite young for indepth career planning; thus was not the Project's objective and any undertaking was incidental except those about age twelve or older. There were many who shrugged shoulders and implied 'future' was the next work packet. Several proposed babysitting, housecleaning, family farming or farmhand hired out. Of interest was one family of three students who each readily answered an occupation -- teacher, doctor, and nurse -- all positions normally thought to require much formal education. It hadn't occurred to these zealous youngsters that perhaps it would not be possible (they are in SLOW or AVERAGE category intellectually). But Amish schools have traditionally employed instructors who are available -- perhaps having just finished

8th grade. Some of the personages labelled 'doctor' are herbalists, individuals knowledgeable in the use of herbs in practising healing, and a 'nurse' to this little girl was a lady who cared for bedridden old people. All three vocations spoke of service to others -- all respected and attainable vocations within the Amish culture. Another pre-adolescent expressed a yearning to become a preacher -- again, possible without leaving the community.

Older students reacted with question and surprise when asked about plans for post-school life -- apparently they take one day at a time and don't think even a few months ahead. They thought they would get out of school and get a job; usually babysitting or farm work was contemplated.

The two graduates hadn't thought ahead either. The more capable said she was going to babysit saying she liked children. Teaching was suggested and she considered babysitting as including many aspects of teaching. Through further review of test results with subject and her parents, continuing education was contemplated. Later, they sanctioned a curriculum for nurses training at the local college. This is working toward an L.P.N. degree for which she is certainly capable. A scholarship was also suggested and inquiry is being made into that possibility.

This intern sees little incentive among the Amish to pursue professions as they don't need the money, always have work to do and take satisfaction in what they do, however educational recommendation was offered based on evaluations, interest and cultural widening guidelines for exploration.

On the whole, the Amish are physically healthy, emotionally relaxed, with some extremely capable intellectually, with great potential but little exerted. Attitudes concerning the need for formal education are changing and academic opportunities are being offered to more Amish youngsters.

CONSULTATION OPPORTUNITIES  
Parents

Amish parents are working parents in the field or in the home. Amish family patterns include father and older sons (perhaps other males) who work on the farmland according to a schedule best suited to weather and tasks. Buildings and land are in perpetual state of improvement and maintenance. Mothers, and other females, do the household chores cooking, washing, etc., and sewing. They meet regularly in homes to sew for others -- quilts and linens so there are ample, ready relief supplies when a need arises.

Project families often included other relatives who were ill or visiting, or individuals of no relation but whom had a need -- children the Welfare Department had placed and all that entails. Never was partiality shown; as all were dressed alike, these placements were known only when revealed, and the parents were as concerned for a 31 year-old placed Mongoloid male as they were their sanguine son and two adopted children.

There was always openness in speech and parents were eager to know of any lack or deficit in their children academically or behaviorally that they might assist in overcoming the situation. Consulting with parents meant working on concerns their children had expressed in sessions. Most of the cases were known to the parents but the emotional depth not realized. Thus one girl was overburdened with the idea her mother might die because her father had had a serious heart condition which necessitated selling the business

and relocating. If her mother died (in whom she confided) the subject felt she would be left with no source for guidance. Parents talked this and similar situations out until understanding, relief and assurance were expressed.

In four cases, possible personal problem seem to be affecting schoolwork. Two students had eyes which do not track together, another had petit mals, one had prolonged periods of crying in frustrating situations. These four families took their children for professional medical help which benefited their children and eased the parents' minds.

Concrete academic aids were suggested, made and used with the child while family watched. For examples: using counters in learning digit, tens and hundreds placement; using flashcards for basic math combinations; 'doing' the science experiment instead of just reading about it. In six homes a soda/vinegar experiment was done i.e., soda was put into a balloon which is then stretched over the neck of a bottle containing some vinegar. As the balloon is lifted, soda sifts down into vinegar and the resulting gas forces the balloon to expand and maybe burst. Although this was done for the students, entire families were amazed and enjoyed it equally as well. Science is an academic area where little is studied. Social studies are zealously studied as it is adventuresome and adds variety to the isolated Amish life.

Socially, parents didn't realize the need their child had to do activities becoming that age group. One teenager wanted a pair of roller skates; one boy wanted to be able to sleep outdoors with

a boy friend or camp at the friend's farm which had a stream crossing it, etc. A real major deficit seemed to be no youth group activities on a regular basis. Children stay home or whole family goes together. Several teens expressed a desire to go roller skating or some other 'just teens' activity. It appears that the children at all ages are perhaps seen as miniature adults; although parents make toys or purchase items for their children, the emphasis is on work first and even play becomes a family event.

Some suggested wanting to go to other friends' homes; distance proved a hinderance. It was suggested one child might visit a friend for one day, perhaps even staying overnight, and later he could stay at the first friend's home and be returned to his parents at the church service the next day. Because the family circle includes so many ages, it is easy to overlook maturational stages and their physical changes and emotional ideas. Isolation tends to reinforce this 'overlooking' especially where comparison models are not available.

Written letters were given each family giving a report on all conferences, tests, and other work, covering each child individually. Grade equivalencies were used. Intelligent quotients were never used. Evaluation results were explained in terms of 'slow', 'average', etc. Each category was also given recommendations for assisting study and retention. Thus a 'slow' might be 'rote methods with regular review that learned concepts not be forgotten'. This was written and explained to the parents, and several samples given such as "Write two sentences daily in a diary or journal".

Consultation periods took place in the homes and school both individually, family, and collectively at a parents' group meeting. Questions were asked, rapport was good, and later conferences were made with inquiries regarding something thought of after appointment sessions.



### School Personnel

It is essential that the counselor consider to needs of the administration and faculty (Craggs<sup>1</sup>) as well as student and every opportunity was utilized to do so. School Personnel in this Project includes 3-member board, Administrator/Principal, Monitor, assistant teacher and volunteer parents who monitor the reading machine. The Administrator/Principal is also on the board, is leader of the Beachy Amish congregation as well as representative for the company which sells the soft ware...consumable materials which are graded work packets. None of these individuals has had a formal education past 10th Grade but the Monitor had a two-week training session by the packet company. All were approached as a peer professional, a dedicated colleague (Christensen<sup>2</sup>).

The I.Q. concept was entirely foreign to all involved; percentile was explained to them by the CAT representative. More easily understood is the individual profile chart where scores are represented as dots and graphically portray the student's deviation from expected norm for that grade level and age.

This counselor suggested subscription to one of the educational periodicals to keep the monitor up-to-date on simple 'how to' ideas to motivate. Also emphasized was the possibility of them taking several courses at the community college -- starting with Human Growth

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<sup>1</sup>op. cit.

<sup>2</sup>Christensen, Oscar C., "Education: A Model for Counseling in the Elementary School". Elementary School Guidance and Counseling. LV (October 1969), 12-19.

and Development. At the last contact with the Principal, he expressed a desire to upgrade his, and their training, toward even seeking state certification. Little suitable information has been gathered, although several four-year colleges and universities were investigated with the idea of possible attendance before the intellectual ardor had cooled. Most facilities were not considered because of the cultural difference, however it was noted that social attitudes may be more of a limitation or handicap than lack of intellectual ability.

Each was enthusiastic, even overly conscious about doing the right thing in the correct manner. The monitors made queries which would have been answered in basic teaching courses. They recognized weak areas and were willing to seek answers but lacked sources for that information. Other than the educational realm, no personal problems were presented, of course there really wasn't an emphasis placed on the aspect in this Practicum. All of the persons in the capacities of administrator or teacher were highly regarded by parents and student body and by each other.

### Student Body

Apparently money is the prime reason this school does not employ a counselor as the leader claims students need a person to talk with other than parents. True, many of the school students related a concern considered trivial by parents, but very pending in the child's own life -- body concept, peer group acceptance, academic assistance and guidance for future educational and vocational planning. Ethnocentricity and feelings of assumed dissimilarity were important factors. Dress is so obvious that a lop-sided emphasis on real and imagined deficits has resulted but students had many of the same concerns basic to all students and age groups emanating from physical change and maturation and not necessarily related to racial or ethnic membership.

Most physical questions could be answered in a Health class; curiosities and anxieties would be easily alleviated with understanding of fundamental concepts of bodily function and care, and psychological influences during the various developmental stages, and environment.

Amish children have grown accustomed to receiving some direction from authority figures in their lives -- parents, grandparents, as well as religious leaders, and discipline was not a common problem as in public school where it is overwhelmingly time-consuming and energy exhausting.

All sessions, whether testing or counseling, were entered willingly and participation was immediate. This, as well as blatant truthfulness greatly hastened counseling stages as defense

mechanisms were rarely utilized, presenting problem openly stated and alternatives sought. Their work skills of organization and attack were capitalized.

Personal problems stated by students were usually also stated by parents e.g., an attitude of rebellion, failing to take turns, being hyperkinetic. (Disciplining one's body and emotion ranks high in priority, the feeling being that a child undisciplined can not be trained). Graduate #2 planned marriage in one month and was concerned that her husband could not read well, even though employed. She wondered if she could tactfully help him learn to read better without belittling him. Also, this thoughtful young lady recognized her own inability at computation and stated some underlying apprehension regarding bookkeeping accounts. Her concerns, as most of the others listed, were practical and reflected great consideration for others.

## SUMMATION

This internship can be viewed as an unique, unrepeatabe experience, mutually beneficial to both on-site participants and this intern. Actual work sessions started the first week of January, 1977 and ended June 12th evening with graduation party for the first graduate.

Working with the culturally different, my Internship activities were a break away from the limited, narrow definition of counseling and included some teaching, evaluations, offering advice, helping to elevate grades, consultation, etc. (Calia<sup>1</sup>; Sue<sup>2</sup>). Work took place in the homes, in the classroom of the Nottawa Christian (Beachy Amish) Day School and extended into the Pilgrim Fellowship Church and involved using the testing tools: The Kinetic Family Drawing, The California Test Battery, The Peabody Picture Vocabulary Test, and the Vineland Social Maturity Scale for the total school population and others.

Courtesy and hospitality were always awarded me; students consistently displayed exemplary behavior and co-operation regardless of work locale. The Kinetic Family Drawing revealed great love for the family and work. This idea was also reiterated in counseling

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<sup>1</sup>Calia, V. F., "The Culturally Deprived Client: A Reformulation of the Counselor's Role" in J. C. Bentley, (Ed) The Counselor's Role. Commentary and Readings, 1968. Pp 41-49.

<sup>2</sup>Sue, Derald Wing, "Counseling the Culturally Different: A Conceptual Analysis," in The Personnel and Guidance Journal. LV (March, 1977) P 422-425.

sessions. The Amish' ability for recognition of areas needing attention, organization and work attack skills were all utilized and greatly facilitated sessions.

Socially the students rated high on the Vineland Social Maturity Scale because items reflect a compassion for others and Amish have highly critical acumen of physical needs of the community and can respond quickly as they have made preparation for disasters. Compared to the general English speaking, non-Amish population, there was no actual verbal inadequacy although the Amish have two highly developed languages not utilized in the classroom setting (Loretan<sup>1</sup>) and Peabody Picture Vocabulary Test rated them low on specific, isolated words not in their usage every day. No student had language deprivation; all used English fluently in my presence.

The school philosophy has developed awareness of the importance of recognizing and providing for individual academic differences but lacks orientation toward higher education; this is a greater barrier than monetary need. With the first graduates, 'future' educational opportunities are being investigated and interest in additional training for parents as well as students contemplated. Enrichment classes in Cake Decorating has been taken by one high school student, thus the benefits are being acknowledged and interest aroused.

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<sup>1</sup>Loretan, Joseph O. and Shelley Umans, Teaching the Disadvantaged. New York: Teachers College Press, Columbia University, 1966. P 40.

Suggestions for improvement of basic Arithmetic skills, English composition, Science, discussion 'ad hoc' groupings have been welcomed, developed and instigated. There is dire need for a counselor, a Science instructor, for additional training for the present Monitors and professional expectations of some of the high schoolers.

At the time of this writing, an addition is being made to the school building which more than doubles its floor space and offers room for an additional 16 students. Applications for admission have had to be turned down because even with this physical plant expansion, desired school population has more than boomed.

When asked how the addition was being financed, I was told that the funds were borrowed from a special Need Fund that is always set aside to help in case of a disaster. By using that money, no interest is required and is paid back as soon as possible, on 'faith'. However, should there be a disaster, all the money would have to be replaced immediately so that it could be used for its initial purpose. This would have to be accomplished by taking out a commercial loan, it was explained. So, the Amish -- practical and compassionate, work to provide for their families and for others in need.

The original question - Were tests culturally biased? - was found to be most assuredly 'yes' when dealing with the Amish culture and the two evaluation tools The California Achievement Test and The Peabody Picture Vocabulary Test. However, the subjective tools, The Kinetic Family Drawing and The Vineland Social Maturity

Scale directly reflected the individual within the culture of the Plain People. This investigator feels that the scores on the first two mentioned tests strengthen the idea that the Amish are under-measured when administered these standardized tests. This should be taken into consideration when counseling and working with the Amish Culture members whether it be in public or parochial school situation.



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