

IMPLICATIONS AND RECOMMENDATIONS

The counselors each evaluated their own groups and agreed upon the following statements:

1. Students in the structured groups seemed to develop greater insight and growth in interpersonal relationships. It would appear that students at this age level need structure initially to establish and orient themselves to the group situation. This then allows them to assume the responsibility of leadership when they are ready and willing to do so rather than be confronted with a very unfamiliar and frustrating situation immediately upon entering the group situation.

2. This was in most cases the students' first experience with a group situation in which there was an adult leader present who was prepared to share the leadership with them. This was, perhaps, the most significant experience for the students in the experiment.

3. In the "structured" groups the leader's role changed during the meetings from one of direction to one of facilitating group interaction. By the end of the experiment, students seemed ready to assume group roles of leading, questioning, and clarifying. The unstructured groups took longer to reach this stage than did the structured groups.

4. A thirty-minute counseling period would be more appropriate for the grade six groups, particularly in the early stages, as the attention span of this age group is still quite short. However, the students disagreed completely on these issues—fifteen felt forty minutes was just the right length of time and fourteen felt it was too short.

5. Heterogeneous groups seem more desirable because they promote greater interaction among all students.

6. Although the students reacted favourably to their counseling groups, most of them were opposed to weekly guidance classes with their own teachers.

CONCLUSION

After six months of group counselling the four counsellors involved felt that the project was successful. It was apparent that students improved their ability to interact with one another in a small group and to participate responsibly in group discussion and to respect the rights of others in the group. Although group counselling at the elementary school level is a relatively new area, we can see great possibilities of its being of benefit to this age group.

ANNOTATED BIBLIOGRAPHY ON ELEMENTARY SCHOOL COUNSELING

MARGARET CARR
MARILYN SMITH

Barclay, J. R. Sociometry: Rationale and technique for effecting behavior change in the elementary school. *The Personnel and Guidance Journal*, 1966, 44, 1067-1076.

A discussion of the use of sociometry in the elementary school both as a

technique in the identification of students with learning difficulties and as one criterion of behavior modification.

Bechtold, M. D. Why a full-time elementary counselor? *The Instructor*, 1967, **78**, 48.

Describes the need for guidance and the counselors' duties in the elementary school. Written by a former elementary counselor.

Bennett, M. E. Group procedures in the guidance program. In G. F. Farwell & H. J. Peters (Eds.), *Guidance readings for counselors*. Chicago: Rand McNally, 1960. Pp. 339-345.

Describes the place and purposes of group procedures, factors and criteria of group guidance, the organization and staff relationships for group guidance.

Berger, D. Guidance in the elementary school. In G. F. Farwell, & H. J. Peters (Eds.), *Guidance readings for counselors*. Chicago: Rand McNally, 1960. Pp. 55-62.

Reviews the general objectives of the elementary school, the role of the teacher in elementary school guidance, and some specific aspects of guidance.

Brown, D., & Pruett, R. F. The elementary teacher views guidance. *The School Counselor*, 1967, **14**, 195-203.

Discusses the need for guidance counselors in the elementary school. Presents some of the fundamental principles basic to the theory and practice counselor, the principal, and other school personnel should perform.

Cottingham, H. F. *Guidance in the elementary school: Principles and practices*. Bloomington, Ill.: McKnight and McKnight, 1956.

Contains lists of elementary counselors' duties in districts in California and New York.

Dinkmeyer, D. Developmental counseling in the elementary school. *The Personnel and Guidance Journal*, 1966, **45**, 262-266.

Presents some of the fundamental principles basic to the theory and practice of developmental counseling with elementary school children. Suggests that the value of this counseling is in its contribution to the total learning process.

Gordon, T. *Group-centered leadership*. New York: Houghton-Mifflin, 1955. Main emphasis on group-centered leadership; the leader's responsibilities; his philosophy; his goals; and the process of group development. It also discusses reactions of members of groups to this type of leadership. Chapter 9 is of value to the counselor who is going to be a group leader for the first time—suggesting ways a leader might avoid making mistakes which will limit the group's growth and development.

Harrison, Edna L. The elementary school counselor and the gifted under-achiever. *Personnel and Guidance Journal*, 1962-63, **41**, 716-719.

A good discussion of the counselor's role in identifying and recommending gifted children for exceptional classes.

Hart, R. N. Are elementary counselors doing the job? *The School Counselor*, 1961, 9, 70.

Discusses the discrepancy between teachers' and administrators' expectations of the counselor's role.

Hatch, R. N., & Costar, J. W. *Guidance services in the elementary school*. Dubuque, Iowa: W. C. Brown, 1961.

Devotes a chapter to a discussion of the counseling service in the elementary school.

Johnston, E. G. Elementary school guidance. *The National Elementary Principal*, 1967, 46, 38.

Discusses the characteristics of a good guidance program and the qualifications of the guidance personnel as a result of a study by a Michigan school system to develop an appropriate program for itself. Stresses the role of a guidance consultant to work primarily with teachers rather than with students.

Knapp, R. H. *Guidance in the elementary school*. Boston: Allyn & Bacon, 1959.

Discusses the basic concepts of guidance in the elementary school with suggestions for groupings in the classroom situation. There are three main parts: techniques of guiding and counseling; techniques of grouping; and guiding children in the elementary school. Suggests that the guidance counselor is a resource person for the classroom teacher and that guidance can be combined with a great number of subjects and can be continually integrated into the elementary-school curriculum from kindergarten to grade 7.

Krangler, G. D., Mayer, G. R., Dyer, C. O., & Munger, P. F. Counseling with elementary school children: An experimental study. *The Personnel and Guidance Journal*, 1966, 44, 944-949.

Report of a study on the effect of counseling with children of low socio-metric status in the fourth grade.

Lloyd-Jones, E., Barry, R., & Wolf, B. (Eds.) *Guidance in the elementary school, A case book*. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Discusses some of the elements and trends in elementary-school guidance.

Lucky, E. B. The elementary school counselor: Counselor for parents. *The School Counselor*, 1967, 14, 204-209.

Suggestions for the parent conference: Counselor should know himself, know the situation, and know the child and his parent.

Martinson, R., & Smallenbury, H. *Guidance in elementary schools*. Englewood Cliffs, New Jersey: Prentice Hall, 1958.

Sections of this book discuss the criteria for the use of group study materials, the need for guidance personnel, and the duties of guidance personnel.

McCreary, W. H. & Miller, G. Elementary school counselors in California. *The Personnel and Guidance Journal*, 1966, 44, 494-498.

Discusses the results of a questionnaire on the functions of the elementary

school counselor, in order of importance, as judged by principals and counselors. An ideal counseling program is also discussed.

Mindel, M. T. The role of the guidance specialist in the in-service education of teachers. *The Personnel and Guidance Journal*, 1967, **45**, 692-696.

A discussion of three functions of a developmental guidance specialist with a strong emphasis on the consultant role to improve the competencies of the teachers so that they can effectively operate as guidance persons in their own classrooms.

Nelson, R. C. Elementary school counseling with unstructured play media. *The Personnel and Guidance Journal*, 1966, **45**, 24-27.

Discusses the need to utilize unstructured play media so as to facilitate expression and communication in the counseling situation with elementary-school children.

Nelson, R. C. Physical facilities for elementary school counseling. *The Personnel and Guidance Journal*, 1967, **45**, 552-556.

Gives three floor plans for the counseling area in the elementary school.

Ojemann, R. H. Investigations on the effects of teaching an understanding and appreciation of behavior dynamics. In G. Caplan (Ed.), *Prevention of Mental Disorders in Children*. New York: Basic Books, 1961.

A discussion of the causal orientation to social learning as opposed to the judgmental attitude.

Oldridge, B. Two roles for elementary school guidance personnel. *The Personnel and Guidance Journal*, 1964, **43**, 367-370.

Compares the consequences of guidance workers functioning in a psychotherapeutic role compared with their functioning in a consultant and broader guidance role.

Orgel, R. G. Contemporary views of elementary school guidance. *The School Counselor*, 1960, **8**, 22-27.

Discusses the duties of the guidance consultant and stresses the role of the counselor as consultant and resource person.

Pearson, R. E. Group versus mass procedures—for what? *The School Counselor*, 1966, **14**, 97-100.

A discussion of the characteristics of group guidance and mass guidance stressing the valuable contributions of group guidance to the work of the counselor.

Peters, H. J. Differential factors between elementary and secondary school counseling. In H. J. Peters, A. C. Riccio, & J. J. Quaranta (Eds.), *Guidance in the elementary school*. New York: Macmillan, 1963. Pp. 149-158.

Discusses the major differences between elementary and secondary school counseling.

Peters, H. J., & Farwell, G. F. *Guidance: A developmental approach*, Chicago, Rand McNally, 1959.

Contains an extensive discussion of group procedures in guidance, and some practical suggestions on the use of resource materials and tests.

Roth, R. M., & Meyersburg, H. A. The non-achievement syndrome. *Personnel and Guidance Journal*, 1962-63, **41**, 535-540.

States the characteristics of non-achievement and how the counseling experience can help a non-achiever. The author also briefly discusses the causes which bring about non-achievement.

Schunk, R. N. The case for the elementary counselor. *Wisconsin Journal of Education*, 1966, **99**, 16-17.

Presents the case plus a short discussion of the three functions of the elementary school counselor—counseling, consulting, and coordinating responsibilities.

Shaw, M. C., & Tuel, J. R. A focus for public school guidance programs: A model and proposal. *The Personnel and Guidance Journal*, 1966, **44**, 824-830.

Discusses the scope of responsibility, the timing, and the focus of guidance activity in the elementary school.

Stiles, F. S. Developing an understanding of human behavior at the elementary school level. In H. J. Peters, A. C. Riccio, & J. J. Quaranta (Eds.), *Guidance in the Elementary School*. New York: Macmillan, 1963. Pp. 25-33.

Describes a program designed to modify the social behavior of children by encouraging them to analyze the factors that produce behavior rather than simply viewing it in its overt form.

Traxler, A. E., & North, R. D. *Techniques of guidance*. (3rd ed.) New York: Harper and Row, 1966.

This book covers a wide variety of topics with a long bibliography after each section. It is a good reference book for many aspects of guidance and gives one an opportunity to continue an investigation of a specific subject through the bibliographies.

Trotta, F., Rouff, L., & Daniels, N. Group counseling with underachievers. *Education*, 1967, **87**, 333-337.

Report on helping bright junior high underachieving pupils by means of group guidance.

Willey, R. D. *Guidance in elementary education*. New York: Harper, 1952.

This book is divided into three sections: basic understanding of the psychological and social factors underlying an acceptable educational curriculum; techniques for gathering information about the child; and suggestions for using these data to help to make the child become a happy and efficient individual.

Willey, R. D., & Strong, W. M. *Group procedures in guidance*. New York: Harper, 1957.

A general discussion of the guidance function in the elementary school.

Zeran, F. N., Laller, J. E., & Wegner, K. W. *Guidance theory and practice*. New York, American Book Co., 1964.

There are chapters devoted to the discussion of group procedures in guidance and group counseling, emphasizing the need for such services to begin in the late elementary or early junior secondary grades.