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# A Study of Elementary Guidance Programs in University Laboratory Schools in the United States

JoAnn Walker

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A STUDY OF ELEMENTARY GUIDANCE  
PROGRAMS IN UNIVERSITY  
LABORATORY SCHOOLS  
IN THE UNITED  
STATES

A Project  
Presented to  
the Faculty of the  
Department of Counselor Education  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the  
Educational Specialists Degree

by  
JoAnn Jones Walker

July, 1975

A STUDY OF ELEMENTARY GUIDANCE  
PROGRAMS OF ELEMENTARY  
LABORATORY SCHOOLS  
IN THE UNITED  
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A STUDY OF ELEMENTARY GUIDANCE PROGRAMS  
IN UNIVERSITY LABORATORY SCHOOLS  
IN THE UNITED STATES

JoAnn Jones Walker

July 1975

46 pages

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This project is a study of the role and functions of the elementary school guidance counselor in the laboratory schools of universities in the United States. It was intended to gain data on the status of the role at the present, functions performed by the counselors in these schools, and information which could be used as a basis for projection of the future role of the elementary school counselor. The laboratory schools were surveyed, the data compiled and an analysis was made. The results were not as future oriented as was expected from the population studied. Techniques and functions were not innovative and the number of counselors were fewer than the national growth of this field would cause one to expect in this population. Implications for additional research have been identified in this project.

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## CHAPTER I

### INTRODUCTION

This study is concerned with elementary guidance programs and the status of elementary guidance in university laboratory schools across the United States. Chapter I presents the background and rationale of the study, statement of the problem, objectives of the study, terms used in the study, and limitations of the study.

#### Background and Rationale

Elementary guidance, a relatively new and floundering entrant on the educational scene, has been faced with much professional concern in the organizations and in the literature regarding the need for survival tactics in all fields of guidance including elementary. Gibson et al (1973) write of the frustrations caused by the lack of consensus with regard to the role and function of the counselor in the elementary school. "The dilemma facing those who seek to establish a professional identity" is the expression used by Brown and Srebalus (1973) in their discussion of the evolution and change in the role of the counselor. The terms "survival, frustration, and dilemma"



though pessimistic do not indicate a fatality for the elementary guidance field.

The role of the elementary guidance counselor has begun to emerge as a unique one -- one differing from the secondary school counselor. Many of the concepts practiced during the first years (especially before the Elementary and Secondary Education Act of 1965) were mere reflections of secondary school guidance programs. The use of the term guidance brought to mind educational and vocational placement, domains of the secondary or higher education programs (Munson, 1970). Writings in the professional literature regarding the role and function of the elementary guidance counselor were few and were primarily replicas of the secondary counselor. The authors were secondary school and higher education specialists with experience in these areas and only foresight in seeing the need for elementary school guidance. Faust (1968) credits this sparcity of literature to lack of national interest and to the practioners who were too busy practicing to write.

The 1960's marked the real beginning of the literature written for the elementary counselor by authors who had actually worked as counselors for the elementary **schools**. Anna Meeks (1961) was a spokesman who had practiced before reporting on the elementary school guidance programs. Meeks wrote of guidance for all children and of a developmental focus in the learning climate of the school. Activities were no longer those identified for the secondary school but

those identified as making invaluable contributions to the fundamentals of elementary education which has long emphasized a deep concern for the integrity, the wholeness, the freedom of the child, and to the provision of an education which sees the child as a developing individual. The assumption of a secure position in education for the elementary guidance counselor appeared to be in view.

Logically then one would have presumed that by the mid-seventies the role of the elementary counselor had been defined, but has it? Role behavior has been fashioned by the demands or expectancies of the role. The conflicting and frequently contradictory expectancies of the various groups served by the counselor appear to have caused difficulty and confusion regarding the role. According to the research of Shertzer and Stone (1973), pupils, teachers, parents, administrators, and others have developed differing opinions of the role. Many of the practicing counselors have relied on activities identified for the secondary schools and failed to articulate their own identify, or communicate their role to their many publics. Educators are continuing to ask "What is elementary guidance?" according to Munson (1970).

The future of elementary school guidance with regard to its prospectus for growth and development is still in question. Laboratory schools of universities could be sites of education for the future if their governing universities are future oriented as suggested by Werdell (1974). Programs in universities laboratory schools should be envisioning the

future needs of their students of education, students in the laboratory school, and societal trends of the future. The school should be test sites for higher education (Cappa, 1972). Two questions have emerged: Will these schools have elementary guidance programs? Are these programs designed for the elementary school child?

A study of guidance programs in universities laboratory schools should make some contribution to solidifying the role of the elementary guidance counselor, to identifying more clearly the functions of this service, and subsequently some contribution to the growth and development of the profession.

#### Statement of the Problem

There appears to be a sparsity of research on elementary guidance programs in the laboratory schools of universities in the United States. The status of elementary guidance programs in university laboratory schools across the nation should provide data regarding the role and functions of the elementary school counselor, how this role has emerged to date, insight to the future for a counselor serving in this role, and information for counselor educators. The question which should be considered in research are: Are there elementary guidance specialists in the laboratory schools? Do these specialists function with services that reflect those projected in the literature?

#### Purpose of the Study

The purpose of this study is to conduct a survey of the university laboratory schools in the United States

with specific regard to their elementary guidance programs.

Specifically the purposes are:

1. Survey the functions and role in certain functions of counselors in university laboratory schools.
2. Gain information regarding the counselor situation both past and future in those schools without guidance specialists.
3. Gain general information regarding functioning counselors in the university laboratory schools across the United States.
4. Obtain data upon which one could draw conclusions regarding the prospectus of the role of the guidance specialist.
5. Develop criteria upon which the researcher could evaluate functions and role development.

#### Definition of Terms

The following are definitions of the terms as used in this study.

**Laboratory school:** A site where actual field experiences are provided for the prospective educator and where equipment, materials, and the master educator are centralized under the direct control of a university.

**Elementary school:** A term used to designate nursery through grade eight in the school organization.

**Guidance counselor or specialist:** A term used as defined by the joint statement prepared by the American School Counselor Association and the Association of Counselor Educators and Supervisors (1969)... "a professional person, educationally oriented, highly knowledgeable in the area of child growth and development, with a broadly based multi-

disciplinary background in the behavioral sciences and a high degree of competence in human relations."

**Guidance:** Essentially the service which emphasizes individualism and humanization of education in the school. It is an organized effort to bring the total facilities of the school to bear upon the optimum development of the individual child (Hill, 1964).

**Counseling:** Counseling is both a process and a relationship designed to provide the "individual" with the opportunity to explore his feelings, thoughts, actions, and to learn to meet the challenge in his environment (Nelson, 1972).

**Coordination:** Service which seeks to bring into focus and action the total efforts of the school and the community for the benefit/growth and development of the child.

**Consultation:** Service which involves collaborating with teachers, parents, and administrators regarding the growth and development of the child, the optimum environment for the child, and techniques for facilitating optimum development of the child.

**Play media:** Use of play activities and media to facilitate spontaneous expression by the child (Nelson, 1972).

**Peer Counseling:** Use of peers in the role of providing and performing helping functions (Varenhorst, 1973).

#### Limitations of the Study

This study was limited by the lack of follow-up letters to schools that did not respond. Also the financial plight

of higher education and laboratory school was a recognized hazard in undertaking this study. The number of universities that responded that their laboratory schools had been closed was, however, less than expected.

Specific limitations recognized are:

1. Literature on research of elementary guidance programs in the laboratory schools is nil or extremely sparse.
2. Financial plight of higher education and specifically laboratory schools is resulting in the closing of schools or the limiting of the programs they offer.
3. The lack of an up-to-date listing of laboratory schools has caused any new schools to not be included in the study.
4. A follow-up letter to schools not responding to the first letter was not made.

#### Summary

Elementary guidance is a relatively new service in the educational field. Much concern has been voiced over the survival of elementary guidance. Understanding of the role and the functions provided by the specialists in the field have been only recently emerged.

This study will focus on elementary guidance programs in university laboratory schools. It seeks to gain information on the role and functions of guidance counselors working in these schools as well as information regarding the potential for a guidance specialist in those laboratory schools without the services at the time of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of Chapter II is to review the literature related to the study. A sparsity of literature regarding elementary guidance in laboratory schools has existed. Literature regarding elementary guidance has been reviewed as has the literature regarding the role of laboratory schools of universities.

#### The Role of Laboratory Schools

##### Historic Role

A laboratory school may be called a demonstration school, campus school, experimental training center, learning resources center, or university school. Whatever the name, it is a school that is under the control of a teacher-preparation institution or closely associated with a teacher education institution. The facilities are designed and used for demonstration and observation of exemplary teaching techniques, experimentation, student-teaching, and practicum experiences. The classification of public or private school is derived from the status of its university or college association (Hughes, 1970; Cunningham, 1973; Shufflett and Shufflett, 1972; West and Gadsden, 1973).

Laboratory schools have stimulated changes in educational practice in the United States and made profound contributions to the educational knowledge and to the educational profession according to DeYoung and Wynn in their book, American Education (1968). An example of this has been the contribution of laboratory schools to the nursery school movement. Research conducted in the university schools emphasized the importance of mental and physical development of children ages two to five years of age (Hughes, 1970).

Many of the laboratory schools have been plagued by financial limitations. The insufficient budgets have resulted in the need for charging tuitions or fees in some situations. As a consequence, an economically and sociologically favored population of pupils has made research in these schools less applicable to the general public (Hughes, 1970). Awareness of this has stimulated some action to obtain representative populations (Hodges, 1973).

Laboratory schools have contributed to the educational scene by demonstrating the model, that is, by uniting modern educational theory with actual practice. West and Gadsen (1973) emphasized this role. They stated that the relationship between the university and laboratory school faculty which exists is because of the high level of professional preparation and that the competencies of the laboratory schools staff was a major factor in this contribution.

Hughes (1970) credited these schools with a carefully developed philosophy, curriculum designed to meet the needs of the individual students, and a skilled faculty. Also



Hughes said: "the organization and the administrative machinery demonstrate arrangements that best serve the pupils and teachers and that foster human relations, and the building and equipment are thoughtfully planned."

An article by Marion and Robert Shuffett (1972) states that the role of the laboratory schools has been to assist in the training of new teachers, to demonstrate exemplary teaching techniques, to integrate theory with practice, to provide a setting for the student educator to demonstrate his ability to function as an educator, and to engage in research and experimentation. A recent study by Cappa (1972) indicated that most laboratory schools are not emphasizing the latter. Cappa's findings regarding laboratory schools are:

1. Presently engaged in student teaching and the observation-participation program.
2. Presently most of the laboratory schools are not emphasizing research and experimentation.
3. There is a need for college laboratory schools.
4. Trend of thinking is to change to emphasis on research and experimentation.

#### Emerging Role

Laboratory schools across the nation appear to be dwindling in numbers. Historically universities that have closed their laboratory schools have not lessened the complexity of providing clinical experiences for their students by using the public schools. Frisbie, editor of "The National Association of Laboratory Schools' Newsletter"

wrote in his June, 1973, editorial that the nation's schools are becoming more unionized and college administrators are finding it harder to negotiate for student teaching experiences much less pre-student teaching experiences. Research of Cappa (1972) and others indicated that there is a need for university laboratory schools and to continue existence many are emerging with new programs and roles (Bowman, 1973; Howd and Browne, 1969).

Research and experimentation appear to be the major direction recommended. Howd and Browne (1969) identified a trend toward changing the name of the school to reflect this emphasis toward experimentation and research functions.

Some laboratory schools have become centers for educational research and experimentation. The Lida Lee Fall Center, a research facility of Towson State College, Baltimore, Maryland, stated in the Editorial comment of its publication, PROBE that the primary function of this school was to focus on major problems of education. The foreword of the P. K. Younge Laboratory School publication, Research Underway, stated that the top priority of the school was research and high risk experimentation. J. B. Hodges, the director of the P. K. Younge Laboratory School called this the new role in the 1973 progress report.

In a study of laboratory schools in the southeastern United States, McConnaugohay (1974) concluded that some of the administrators were expecting increased emphasis on research and experimentation in the next five years and a decrease in student teacher (practicum) experiences.

The highly competitive nature of the field of education has made it possible for universities to do more screening of entrants to the profession. Laboratory schools provide the environment of early field experience, an environment that is under the direct control of the university. In this setting, decisions regarding admission to teacher education can be made before the investments of time and money make a change to a profession more suited to the individual impossible or unfeasible. This screening role of the modern laboratory school may become one of the most vital of its contributions to the educational profession (Bowman, 1972).

#### The Role of the Elementary School Guidance Counselor

##### The Individual

The elementary school specialist's role, as with many other roles, is determined in part by the individual enacting the role. Recognition of the great importance of the personality of the individual in determining a role and service rendered would create the need to focus on the identification of characteristics which make positive contributions to the role and service. The Report of the Association for Counselor Educators and Supervisors-American School Counselors Association Joint Committee on the Elementary School Counselors (1966) listed personal qualifications for this specialist. These personal qualifications were:

"courage to bring about change valuing of the individual initiative,

high degree of sensitivity to the feelings of children and adults,

scholastic aptitude

emotional stability

competence in human relations depth and variety of interests."

Munson (1970) in reporting on the research of Kahn and Associates on role enactment discussed the characteristics of the elementary guidance counselor. This discussion emphasized emotional stability as mandatory. The counselor is faced with stressful situations and needs to have the stability to withstand periods of tension and strain. Munson stressed understanding and control of self as basic to the service of the specialist. Carkhuff and Berenson (1967), in explaining their primary core dimensions of empathy, respect, genuineness, and concreteness, emphasize the understanding of self. Recognition of the value of self-understanding by the counselor would be reflected in the guidance program for students, teachers, and counselors.

According to Gibson (1973) the role of the guidance specialist also required a person skillful in communicating with people, personable, and approachable. The ability to win and deserve trust and confidence was vital. Establishing a program and becoming an effective counselor required one to possess human relations' skills, be able to move toward people, and to establish social relationships with people.

A flexible individual, one that is open to experience, adaptable to changing conditions, and willing to initiate

change, is another dimension of the personality needed for the role and service. The helping person must hold the needs of other persons in high regard and be flexible in accepting and responding to others. W. Phillips (1973) expressed this point of view, "The counselor of the seventies will view himself as a changing agent in a world of change." The research of Walz and Miller (1969) and others have supported the concept of the counselor as a change agent in the interpersonal climate of the school. Pine (1974) wrote of other changes including basic role changes. Dinkmeyer and McKay (1974) saw this change agent training parents. Hannaford (1974) saw the change agent counseling teachers and Fullmer and Bernard (1973) viewed teacher in-service as one of the functions of this change agent.

The guidance specialist must also possess sufficient training to become professionally competent. Faust (1968) discussed the tragedy of inadequately prepared counselors. The challenge of change agent demands more than an individual trained in counseling theories and techniques. The challenge of change agent advocates a guidance specialist who will promote innovation and change, one who will act in a bold and venturesome manner to fit the guidance functions into the educational process of the elementary school (Ohlsen, 1968; Fullmer-Bernard, 1972; Nelson, 1972).

### The Structure/Setting

A factor to consider in a study of the role of elementary guidance counselor is the effect on the position by the structure or organization of the school setting (Hill and Lurkey, 1969). The expectancies and functions for a counselor in a laboratory school with a nongraded/open classroom organization would vary from a counselor in a public school with the same organization. The counselor in a traditional setting would have a role different from one in an innovative program yet each could be projecting services from a basic framework.

Other factors which have affected the role of the counselor role are the momentary changes in service needs -- career development emphasis, crisis counseling, accountability demands, in-service training and others (Giddan and Price, 1975).

### The Functions

The three basic areas of elementary guidance functions are counseling, coordinating, and consultation as recommended by the joint committee of ACES/ASCA (1969). Most theorists today recommend that guidance programs emphasize developmental activities as opposed to remedial activities. The twenty principles for developmental guidance developed by Peters, Shertzer, and Van Hoose (1965) still appear to be the basic structure for most programs.

Counseling as a function may be in the one-to-one relationship or in small group interaction. Research on group

counseling in the elementary school has been relatively little. A study by Mayer, Rohen, and Whitley (1972) and another study by Stormer (1972) give evidence of its effectiveness as a technique for the elementary school guidance program.

Consultation and the counseling function are being considered by many as the major functions of the elementary guidance specialists. Faust (1968) early in the history of the profession saw this as the approach to recommend as the title of his book on The Counselor-Consultant in the Elementary School indicates. The December, 1972 issue of Elementary School Guidance and Counseling was a special issue on consultation. Fullmer and Bernard (1972) credit communication as the emergent role of the counselor. They saw this function of consulting as the bringing together of people, that is, the guidance specialist using his training to bring together teachers, parents, students and other parties involved to work on curriculum, and other human development projects. According to Fullmer and Bernard this bringing together will involve utilization of choice-making and decision rendering skills by all. Jan Carlson (1972) sees this consultant functioning as the humanizer and facilitator of the educational process... working with and through the adults in the life of the child.

Like the other two functions, coordination is based on communication, human interaction, and interpersonal relations. Coordinating activities on behalf of the child include pupil records, pupil referral, inservice programs, and giving information (Munson, 1970 and Helson, 1972).

#### Summary

Laboratory schools have made significant contributions to the educational field. Presently laboratory schools provide observation and demonstration settings for their governing universities. Future oriented schools appeared to be moving in the direction of research and experimentation.

Elementary guidance has moved from the replica of secondary guidance to the developmental guidance specialists. Future oriented theorist and practioners foresee the counselor-consultant as the evolving role of the guidance specialist. This counselor-consultant will be a change agent specializing in humanistic interaction skills.



## CHAPTER III

### METHODS AND PROCEDURES

Chapter III presents the design of the study, population selected for the study, procedure used for obtaining data, development of the instrument used, and the procedure for the analysis of the data.

#### Design of the Study

The method selected by the researcher to conduct this study of elementary school guidance in laboratory schools was to survey the university laboratory schools in the United States. The schools would be sent a questionnaire, letter, and return addressed envelope. Data from the survey would be collected and summarized.

#### Population

Laboratory schools were selected for the study because of their contribution to education in the past and because the literature suggests these schools are test sites for theory. The association of laboratory schools with the teacher education and counselor education departments of their controlling universities implies involvement in innovative or modern functions, therefore, good resources for a study of an educational role and its functions.

#### Procedure for Obtaining Data

A letter was mailed to laboratory schools throughout the nation to request their assistance in the research project and to assure the participating schools that their responses would not be identified. A survey instrument was sent with the letter and a stamped self-addressed envelope. Results were made available to the participants upon request.

The first mailing was made to the odd-numbered universities represented in a listing of the membership of the National Association of Laboratory Schools. The first mailing was sent to 96 universities. Returns indicated a number of schools were closed so a second mailing was made to the remaining universities represented by the National Association of Laboratory Schools. Responses after this mailing totaled 128. A total of 189 letters were mailed. Appendix I contains a copy of the letter.

#### Development of the Instrument

The survey instrument was developed by the researcher who has three years experience in the role of elementary counselor in a laboratory school. After a review of current literature an instrument was designed to obtain data on the activities of counselors in laboratory schools. These activities were to be ranked as to frequency of use. Other information regarding these programs was also solicited. This information included academic rank, budget provision, university involvement, and other general items.

The instrument was reviewed by the University committee for the researcher's project and revisions were made. The revised instrument was reviewed by laboratory school faculty members with regard to clarity of items and relevance to laboratory schools.

Another evaluation of the instrument was its presentation to two graduate classes in the Educational Psychology and Guidance Department of Eastern Kentucky University. One class of graduate students was enrolled in a class studying organization and administration of guidance programs. The other class was involved in guidance practicum in Model Laboratory School, Eastern Kentucky University.

Changes were made and the final draft of the instrument was approved by the researcher's committee. Appendix II contains a copy of the final survey instrument.

The instrument after its development appeared to have content validity in that it contained a fair sampling of items representing the activities for the elementary guidance counselor. These activities were selected from text books used in the field, reports of programs in laboratory schools, writings of specialists in the field, and reports of national organizations. The validity of the content was attested by the reviewers of the instrument. No other claim to validity of the instrument was made.

Recognition of the probability that there would be laboratory schools without an elementary guidance program the design of items that would provide information regarding the

likelihood of a counselor being hired for the school, an opportunity for indication of attitude toward need for the service, and other items.

#### Analysis of the Data

The data collected were divided into two major categories. The schools without guidance specialists represented one category, and the schools with counselors made up the other category.

Reporting of the data received was made by tabulating a percentage of the total responses for most items on the questionnaire for schools with counselors. The general information had to be presented in a range or simply described.

Data from the schools without counselors were presented in percentage of responses to the items regarding history of counseling in the school, prospect for a counselor, and need for a counselor. Other information from the survey was described.

#### Summary

A report of the methods and procedures used in the study was presented in this chapter. The population and sources of data was university laboratory schools in the United States. The method of analysis of data was described

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF DATA

Chapter IV presents the data obtained from the survey of university laboratory schools with regard to elementary guidance. The data are presented in tables and in narrative.

This study of elementary guidance programs in university laboratory schools across the United States was begun in June 1974. The final response used was received in November, 1974. The survey includes responses from each geographical region of the United States and Hawaii. The region with the most responses was the Southern states region. The scope of the survey is presented in Table I.

TABLE I  
SCOPE OF THE SURVEY AND CATEGORIES OF RESPONDENTS

Questionnaires Mailed*	No.	%
Returned Unopened	4	2.11%
Schools Closed	17	8.99%
Schools Without Counselors	64	33.86%
Schools With Counselors	38	17.40%
Other Responses	9	4.23%
Total Responses	128	68.78%
Schools not responding	59	31.22%

\*Total Questionnaires mailed = 189

## Schools Without Counselors

Laboratory schools without counselors were greater in number (64) than schools with counselors (38). Seventy-two percent had never had a guidance program in the school. Eighty percent did not anticipate adding a counselor even though fifty-nine percent felt they were needed. Information from this group is presented in Table 2.

Table 2  
RESPONSES FROM LABORATORY SCHOOLS WITHOUT COUNSELORS

Question	Yes	No
Was there ever a counselor or counseling program in your school?	28%	72%
Do you anticipate adding an elementary counselor to your staff?	20%	80%
Do you feel a need to have an elementary counseling program in your school?	59%	41%

Additional information was solicited in questionnaire items (items 1a and 1b) to which few schools responded. Nine schools responded to the item requesting the date of closing of guidance programs. These dates revealed schools eliminating programs in 1968, 1969, 1972, 1974, and two schools in 1970 as well as three schools in 1973.

Schools giving reasons for eliminating programs totaled

eleven. The reasons stated were financial squeeze by eight schools, lack of staff cooperation by one school, and counselor left and not replaced by two schools.

Some respondents wrote notes stating they used the psychological services of their universities. One stated that they trained their teachers in "motivational techniques" and didn't need a counselor. Another stated they tried to hire teachers with guidance training.

#### Schools With Counselors

Laboratory schools with counselors were the smaller category responding to the questionnaire but provided the greater amount of information for study.

General information was solicited regarding the counselor working in university laboratory schools. Responses regarding their educational qualifications indicated that the degrees held were:

Doctorate	18.18%
All But Dissertation	6.06%
Educational Specialist	3.03%
Masters +45	3.03%
Masters +30	12.12%
Masters	54.55%
Bachelors	3.03%

The academic rank awarded these counselors were:

Instructor	30.30%
Assistant Professor	30.30%
Associate Professor	12.12%
Professor	3.03%
Other	24.25%

Over half of these specialists reported they did not teach in the counselor education department of the university. The responses showed 37.84% did teach, 62.16% did not teach. However, they reported that 83.78% worked with practicum students while 16.22% did not.

Administrative support of the programs is reflected in the planned budget item responses. Programs with planned budgets were 56.67% of the total respondents. The remaining 43.33% did not receive a planned budget. Budget items solicited many responses such as "very little", "as much as needed", or "testing program costs". Monetary responses were from a low of \$10 to a high of \$1,100. One response was \$12,000 which the researcher isolated because it was so much larger than the others.

Counselors working in the laboratory schools reported enrollments which ranged from a low of 40 to a high of 1,000. These figures come from schools with programs from kindergarten through grade twelve, elementary schools, and one school with only a pre-school program.

On an item regarding type of employment the laboratory school guidance specialist reported that 62.16% worked full time as a guidance specialist and 37.84% were employed only part time.

Data collected regarding specific functions and frequency of use are reported in the tables. Tables 3-7 present these data. The items from the questionnaire are classified into services and reported in percentages of responses as to frequency of the use of the function.



TABLE 3  
RESPONSES RELATING TO COUNSELING

Item	Percentage of Frequency					
	Daily	Bi-weekly	Weekly	Monthly	Never	NCR*
Counsel with individual students	67.60%	2.70%	16.20%	0%	2.70%	10.80%
Conduct small group counseling sessions	27.02%	27.02%	13.51%	10.81%	13.51%	8.10%
Counsel with teachers regarding both personal and professional problems	29.72%	24.32%	24.32%	2.70%	10.81%	8.10%
Use play media in counseling children	13.51%	10.80%	13.51%	10.81%	35.10%	16.20%
Counsel with parents regarding their child-rearing techniques and school related problems	13.51%	8.10%	27.02%	24.32%	8.10%	18.91%
Utilize "peer counseling" as a technique	18.91%	5.40%	18.91%	18.91%	24.32%	13.51%
Focus on behavior cases	37.83%	13.51%	24.32%	16.21%	2.70%	5.40%
Focus on learning problem cases	37.83%	2.70%	29.72%	18.91%	2.70%	8.10%

TABLE 3 (Continued)

Item	Percentage of Frequency					
	Daily	Bi-Weekly	Weekly	Monthly	Never	NCR*
Utilize the developmental group counseling technique (students work within a peer group to explain one's feelings, attitudes, values, and problems)	21.62%	13.51%	21.62%	10.81%	21.62%	10.81%

\*NCR - No category for response

TABLE 4  
RESPONSES RELATING TO CONSULTATION SERVICE

Item	Frequency					
	Daily	Bi-weekly	Weekly	Monthly	Never	NCR*
Provide case studies of individual students	5.40%	5.40%	13.51%	35.13%	16.21%	24.32%
Work with staff to evaluate and implement changes in the school	16.21%	5.40%	27.02%	16.21%	8.10%	21.62%
Consult with outside agencies regarding the learning environment	2.70%	2.70%	10.81%	40.54%	18.91%	24.32%
Provide student test data to appropriate personnel and provide meaningful interpretations	24.32%	5.40%	16.21%	29.72%	2.70%	21.62%
Assist faculty in utilizing testing data for improving and individualizing instruction	16.21%	0%	13.51%	32.43%	16.21%	21.62%
Assist faculty members in conducting parent conferences when there is a need	5.40%	5.40%	18.91%	40.54%	10.81%	18.91%

TABLE 4 (Continued)

Item	Frequency					
	Daily	Bi-Weekly	Weekly	Monthly	Never	NCR*
Use test data for designing instructional prescriptions for students with learning difficulties	5.40%	5.40%	8.10%	27.02%	24.32%	29.72%
Assist administration in making decisions regarding educational (academic or remedial) placements	10.81%	5.40%	27.02%	27.02%	10.81%	18.91%
Use a team approach (teachers, administrators, and parents) to consulting with parents	8.10%	8.10%	27.02%	27.02%	10.81%	18.91%

\*NCR - No category for response

TABLE 5  
RESPONSES RELATING TO COORDINATION SERVICE

Item	Frequency					
	Daily	Bi-weekly	Weekly	Monthly	Never	NCR*
Coordinate the referral of students to outside agencies	13.91%	10.81%	13.51%	32.43%	5.40%	18.91%
Coordinate the research in the laboratory school	10.81%	0%	5.40%	13.51%	54.05%	16.20%
Coordinate (organize and implement) in-service programs for teachers	5.40%	0%	8.10%	40.54%	35.13%	10.81%
Coordinate (organize and implement) informational programs for parents	5.40%	0%	5.40%	40.54%	29.22%	18.91%
Coordinate the evaluation of the guidance program	5.40%	0%	5.40%	43.94%	13.51%	32.43%
Coordinate career education awareness and exploration activities	5.40%	5.40%	24.32%	24.32%	24.32%	16.21%

\*NCR - No category for response

TABLE 6  
RESPONSES REGARDING OTHER SERVICES

Item	Frequency					
	Daily	Bi-weekly	Weekly	Monthly	Never	NCR*
Promote self-concept research	10.81%	0%	10.81%	13.51%	43.23%	21.62%
Provide professional reading materials for teachers	5.40%	2.70%	24.32%	27.07%	18.91%	18.91%
Collaborate with staff in conducting case conferences	5.40%	13.51%	24.32%	35.13%	2.70%	18.91%
Assist faculty in promoting student self-awareness and self-understanding	21.62%	10.81%	18.91%	18.91%	10.81%	18.91%
Assist teachers in integrating the concepts of career development in the curriculum	2.70%	5.40%	16.21%	24.32%	32.43%	16.21%
Collaborate with the staff in teaching students the decision-making process	5.40%	2.70%	16.21%	24.32%	24.32%	27.02%

\*NCR - No category for response

TABLE 7  
RESPONSES RELATING TO ROLE IN SCHOOL FUNCTIONS

Item	Role	Total of Responses					
			Always	Frequently	Seldom	Never	NCR*
In-service training for teachers dealing with career education	Initiates	36	5.55	16.66	22.22	44.44	11.11
	Plans	37	5.40	18.91	27.02	37.83	10.81
	Organizes	36	5.55	16.66	27.77	38.85	13.88
	Conducts	37	2.70	18.91	27.02	37.83	13.51
In-service training programs for staff dealing with use of test data	Initiates	32	12.50	28.12	31.25	15.62	12.50
	Plans	32	9.37	34.37	28.12	12.50	12.50
	Organizes	33	9.09	27.27	39.39	9.09	15.15
	Conducts	34	8.82	26.47	38.23	11.76	14.70
Survey of community for resources available to school and students	Initiates	37	16.21	27.02	29.72	10.81	16.21
	Plans	37	13.51	29.72	27.02	13.51	16.21
	Organizes	36	16.66	30.55	22.22	13.88	16.66
	Conducts	36	16.66	27.77	25.00	13.88	16.66
Activities in curriculum development	Initiates	36	2.77	25.00	41.66	13.88	16.66
	Plans	36	2.77	33.33	36.11	13.88	13.88
	Organizes	36	2.77	33.33	33.33	16.66	13.88
	Conducts	36	2.77	25.00	38.88	16.66	16.66

TABLE 7 (continued)

Item	Role	Total of Responses					
			Always	Frequently	Seldom	Never	NCR*
School testing program	Coordinate program	37	54.05	21.62	5.46	8.10	10.81
	Maintains test materials	37	51.35	18.91	6.10	8.10	13.51
	Administers tests	37	37.83	18.91	21.60	10.81	10.81
	Selects tests	37	37.83	29.72	29.72	16.21	10.81

\*NCR - No category for response



### Summary

This chapter has presented and discussed the data obtained from the survey of the laboratory schools of the universities in the United States regarding elementary guidance programs. These were 107 schools included in the study. The schools with counselors provided more information regarding the role and functions of the guidance specialists as well as information regarding the individual working in the role. The schools without counselors provided data which could be used as a basis for production of the future of guidance in their schools.

Implications of the study will be discussed in Chapter V.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter presents the summary of the study, the implications of the study and the implications for further research, and the conclusions.

#### Summary of the Findings

The sections of the study dealing with the functions of the guidance specialists appear to indicate that the elementary guidance specialists in university laboratory schools spend the greatest amounts of time in the counseling functions. Specifically more time was given to individual counseling. The coordination and consultation functions were given lesser amounts of time.

The study did not show the significant degree of involvement in parent programs or teacher in-service programs that current literature recommends. Involvement in the development of curriculum was minimal.

Testing involvement was significantly strong in all areas; interpreting data, school testing program, and training for dealing with tests.

The level of professional training of the guidance specialists was impressive. Nearly one-fourth had or would soon complete the doctorate. Fewer than four percent were working

with less than a masters degree.

The section of the study dealing with schools without counselors indicated a significantly positive attitude toward the services. Recognition of the value of counselor education was indicated by a school that seeks to hire teachers with guidance training. The prospectus for the schools to add the guidance services to their program was not as optimistic as their attitude responses would cause one to expect.

#### Implications

The data appear to indicate that elementary counselors in university laboratory schools are not providing the impetus for the public schools if innovation of roles different from the secondary are the sought after impetus. The innovations mentioned were few. The techniques used seem to be modeled after the secondary school programs and not the distinct, unique programs designed for the elementary school recommended in the current literature.

The role of the elementary guidance specialist, as with many other roles, is determined in part by the individual enacting the role. Recognition of the great importance of the personality of the individual and the professional training and competence would certainly be evident in the programs enacted by the guidance specialists. The training, as in other areas of elementary education, must have greater scope because of the greater range of growth and development encountered in the elementary school student than in other students. The age span of nursery through grade eight is one of

continuously changing stages and characteristics, each requiring recognition, understanding, and techniques for assisting the individual in the process of becoming. Elementary guidance demands a guidance specialist who will promote innovation and change, one who will act in a bold and venturesome manner to fit the guidance functions into the educational process of the elementary school.

The perception of the role as it is perceived by the public is also of central importance. Role stereotype for the elementary counselor has been created. The public (the students, parents, teachers, administrators, and the community) are attempting to clarify the role by transferring the image of the secondary counselor to the elementary. Programs have been affected by these expectations and/or reactions to the role. This implication is found in the responses of both categories of laboratory schools.

Laboratory schools have contributed to the educational scene by demonstrating the model, that is, by uniting modern educational theory with actual practice. This concept of the laboratory school role as one of blending theory and reality certainly has not spread to the guidance area if numbers of elementary counselors employed in these schools is any indication. The role of the elementary guidance counselor is evident in educational theory, but not impressively evident in the laboratory schools of universities in the nation. The services the elementary guidance specialist can render to the elementary school public (students, parents, teachers, admin-

istrators and community) have potential for growth and development. Laboratory schools of universities should be the sites of education for the future. Programs in these schools should be envisioning the needs of their students of education, their students in the elementary school, and societal trends of the future. This research does not appear to indicate such future orientation in the area of elementary guidance and counseling.

#### Implications for Further Research

Many of the practicing elementary guidance specialists appear to be utilizing almost exclusively the activities identified for secondary schools. Future research should be conducted to study counselor education in institutes of higher education to determine if this is a reflection of training or a reflection of the tendency to resort to patterns set by past models.

Another area which should be surveyed would be state departments of guidance services to investigate attitudes toward the functions and services rendered by counselors in their states. The training and support provided by state departments is a related area which should be investigated.

A detailed study of each of the major functions such as counseling, coordination, and consultation would add much to the knowledge of elementary guidance. Techniques used in each function by these well educated specialists working in the setting of the university laboratory school should provide very revealing data.

## Conclusions

A concern over the status of elementary guidance in the educational field prompted this research project. Recognition of the role of laboratory schools as providing for education lead to the conclusion that a study of programs in these schools would reflect the present and possibly the future of elementary guidance. After initiating the study it appeared that laboratory schools across the nation appeared to be dwindling in number. The existence of laboratory schools, was and still is seriously threatened, yet they have great potential for solving some of the difficult problems faced in education today. Some of these problems, translation of theory to reality, screening entrants into the field of education, keeping in-service teachers up-to-date on educational progress, and providing a model for special areas such as guidance are challenges that could be met by the university laboratory schools. Revitalization of these schools may be seen if universities emphasize not only action curricula for its students but research and experimentation for its laboratory schools. With these areas of emphasis would come the provision of the services to students and faculty of a guidance counselor. The unique training and nature of the counselor role would appear to complement the emerging role of the laboratory schools as well as substantiate the historical one of providing a model for public schools.

The elementary schools of today must provide an education which equips a child to continue learning for living. These

learning experiences must be developmental in nature, relevant to the learner, and integrated into his/her reality. Such an educational program recognizes the needs of the child and the necessity to provide adults in his/her environment who will perform the functions of guidance in a manner that would assist the individual in moving toward maturity and a life of competency for self that also contributes to the well-being of others.

The role of the guidance specialist providing these services requires a person who is skillful in communicating with people. The ability to win and deserve their trust and confidence is vital. Establishing a program and becoming an effective counselor requires one to possess human relation skills, be able to move toward people, and establish social relationships with people.

The functions of the counselor must be based on a planned, sequential, goal-oriented, and accountable group of activities. The counselor provides many indirect services, however, one who develops significant activities evolving from the basic framework will likely make a greater impact on the educational experiences of the child.

Elementary guidance appear to be an area of education that is existing in a financial and identity dilemma. To quote Wheelis it appears that:

"Modern man cannot recapture an identity out of the past: for his old identity was not lost but outgrown. Identity is not therefore, to be found: it is to be created and achieved."

Needed are creative achievers who are dedicated to the educa-

tion and development of the elementary school child and to the field of elementary school guidance and counseling.



## APPENDIX I

Dear Sir:

I am working on an advanced degree in guidance and counseling. I have selected to do a study of the functions and techniques of elementary school guidance counselors in university laboratory schools because I am a counselor in a laboratory school.

Please request the counselor in your school to complete the enclosed survey and return it in the enclosed stamped self-addressed envelope.

The report of the study will not identify the individual schools responding to the survey enclosed. The results of the study will be sent to you if you request it.

Your cooperation and efforts to expedite this study are sincerely appreciated.

Sincerely,

Jo Ann J. Walker  
Guidance Counselor

P.S. If you do not have a counselor or counseling program please answer the following questions and return the questionnaire.

1. Was there ever a counselor or a counseling program in your school?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 (a) If yes, when did this aspect of the program cease to exist?  
 \_\_\_\_\_  
 (b) for what reason did the program cease to exist?  
 \_\_\_\_\_
2. Do you anticipate adding an elementary counselor to your staff?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you feel a need to have an elementary counseling program in your lab school? Yes \_\_\_\_\_ No \_\_\_\_\_

## Appendix II

Survey for Identification of Counselor  
Functions and Techniques in  
University Laboratory Schools

Directions: Mark the term which most accurately describes

	Daily	Bi-weekly	Weekly	Monthly	Never
1. Counsel with individual students.	_____	_____	_____	_____	_____
2. Conduct small group counseling sessions.	_____	_____	_____	_____	_____
3. Counsel with teachers regarding both personal and professional problems.	_____	_____	_____	_____	_____
4. Use play media in counseling children	_____	_____	_____	_____	_____
5. Counsel with parents regarding their child-rearing techniques and school related problems.	_____	_____	_____	_____	_____
6. Utilize "peer counseling" as a technique.	_____	_____	_____	_____	_____
7. Focus on behavior cases.	_____	_____	_____	_____	_____
8. Focus on learning problem cases.	_____	_____	_____	_____	_____
9. Utilize the developmental group counseling technique (students work within a peer group to explain one's feelings, attitudes, values, and problems.)	_____	_____	_____	_____	_____
10. Coordinate the referral of students to outside agencies	_____	_____	_____	_____	_____
11. Coordinate the research in the laboratory school.	_____	_____	_____	_____	_____
12. Coordinate (organize and implement) in-service programs for teachers.	_____	_____	_____	_____	_____

	Daily	Bi-weekly	Weekly	Monthly	Never
13. Coordinate (organize and implement) informational programs for parents	_____	_____	_____	_____	_____
14. Coordinate the evaluation of the guidance program.	_____	_____	_____	_____	_____
15. Promote self-concept research.	_____	_____	_____	_____	_____
16. Provide case studies of individual students.	_____	_____	_____	_____	_____
17. Provide professional reading materials for teachers.	_____	_____	_____	_____	_____
18. Work with staff to evaluate and implement changes in the school.	_____	_____	_____	_____	_____
19. Consult with outside agencies regarding the learning environment.	_____	_____	_____	_____	_____
20. Coordinate career education awareness and exploration activities.	_____	_____	_____	_____	_____
21. Provide student test data to appropriate personnel and provide meaningful interpretations.	_____	_____	_____	_____	_____
22. Assist faculty in utilizing testing data for improving and individualizing instruction.	_____	_____	_____	_____	_____
23. Assist faculty members in conducting parent conferences when there is a need.	_____	_____	_____	_____	_____
24. Use test data for designing instructional prescriptions for students with learning difficulties.	_____	_____	_____	_____	_____
25. Assist administration in making decisions regarding educational (academic or remedial) placements.	_____	_____	_____	_____	_____

	Daily	Bi-weekly	Weekly	Monthly	Never
26. Collaborate with staff in conducting case conferences.	_____	_____	_____	_____	_____
27. Use a team approach (teachers, administrators, and parents) to consulting with parents.	_____	_____	_____	_____	_____
28. Assist faculty in promoting student self-awareness and self-understanding.	_____	_____	_____	_____	_____
29. Assist teachers in integrating the concepts of career development in the curriculum.	_____	_____	_____	_____	_____
30. Collaborate with the staff in teaching students the decision-making process.	_____	_____	_____	_____	_____

Directions: Check each of the 4 categories under each item.

		Always	Frequently	Seldom	Never
31. In-service training programs for teachers dealing with career education.	Initiates	_____	_____	_____	_____
	Plans	_____	_____	_____	_____
	Organizes	_____	_____	_____	_____
	Conducts	_____	_____	_____	_____
32. In-service training programs for staff dealing with use of test data.	Initiates	_____	_____	_____	_____
	Plans	_____	_____	_____	_____
	Organizes	_____	_____	_____	_____
	Conducts	_____	_____	_____	_____
33. Survey of community for resources available to school and students.	Initiates	_____	_____	_____	_____
	Plans	_____	_____	_____	_____
	Organizes	_____	_____	_____	_____
	Conducts	_____	_____	_____	_____
34. Activities in curriculum development.	Initiates	_____	_____	_____	_____
	Plans	_____	_____	_____	_____
	Organizes	_____	_____	_____	_____
	Conducts	_____	_____	_____	_____
35. School testing program.	Coordinates program	_____	_____	_____	_____
	Maintains test materials	_____	_____	_____	_____
	Administers tests	_____	_____	_____	_____
	Selects tests	_____	_____	_____	_____

General Information

1. Name of the laboratory school and mailing address \_\_\_\_\_  
\_\_\_\_\_
2. Number of counselors working in the school. Full time \_\_\_\_\_ Part time \_\_\_\_\_
3. Number of students in the school \_\_\_\_\_ Grades included \_\_\_\_\_
4. How many years has the school had a guidance program? \_\_\_\_\_
5. Does the counselor teach in the counselor education department of the university? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Does the counselor work with practicum students? Yes \_\_\_\_\_ No \_\_\_\_\_
7. What is the academic rank of the counselor? Instructor \_\_\_\_\_  
Assistant Professor \_\_\_\_\_  
Associate Professor \_\_\_\_\_  
Professor \_\_\_\_\_  
Other \_\_\_\_\_
8. Highest degree held by the counselor is \_\_\_\_\_
9. Innovations used by the counselor  
 Audiotape \_\_\_\_\_  
 Affective Education Learning Center \_\_\_\_\_  
 Video Tape \_\_\_\_\_  
 Observation Rooms \_\_\_\_\_  
 Please indicate any other \_\_\_\_\_
10. Is there a planned budget for the guidance program? Yes \_\_\_\_\_ No \_\_\_\_\_  
 approximately how many dollars does the counselor have available  
 for supplies and new materials? \_\_\_\_\_

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